

**CATEGORY SHIFTS IN THE BILINGUAL TRANSLATION
OF AGATHA CHRISTIE'S *N OR M?*
AND MARETA'S *N ATAU M?***

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of

A Sarjana Sastra Degree in English Language and Literature



By:

Agus Setiawan

07211144013

**STUDY PROGRAM OF ENGLISH LANGUAGE AND LITERATURE
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

2013

APPROVAL SHEET

CATEGORY SHIFTS IN THE BILINGUAL TRANSLATION OF AGATHA
CHRISTIE'S *N OR M?* AND MARETA'S *NATAU M?*

A THESIS



First Consultant,

Drs Suharso, M.Pd

NIP. 19591006 198403 1002

Second Consultant,

Yosa A Alzuhdy, M.Hum

NIP. 19710801 199903 1002

RATIFICATION

CATEGORY SHIFTS IN THE BILINGUAL TRANSLATION OF AGATHA CHRISTIE'S *N OR M?* AND MARETA'S *N ATAU M?*

A THESIS

Accepted by the Board of Examiners of Faculty of Languages and Arts of Yogyakarta State University on 31 July 2013 and declared to have fulfilled the requirement for the attainment of *Sarjana Sastra* Degree in English Language and Literature

Position

Board of Examiners

Name

Signature

Chairperson

: Andy Bayu Nugroho, M.Hum.

Secretary

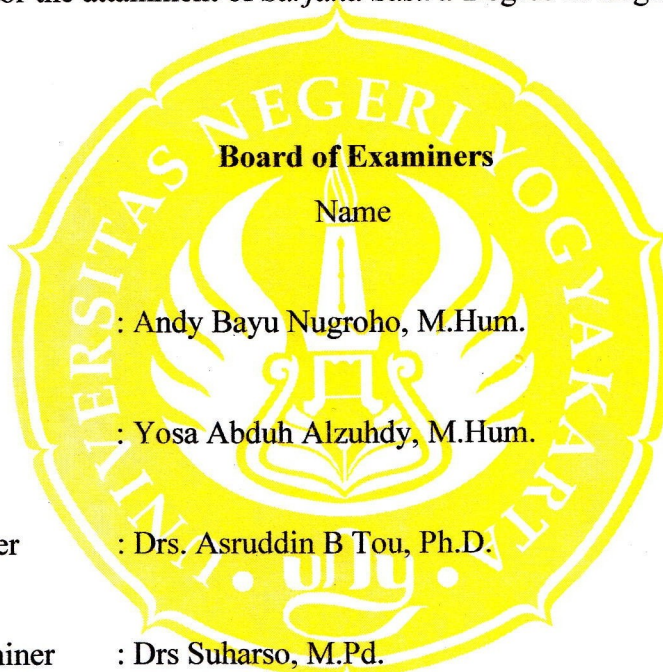
: Yosa Abduh Alzuhdy, M.Hum.

First Examiner

: Drs. Asruddin B Tou, Ph.D.

Second Examiner

: Drs Suharso, M.Pd.



Yogyakarta, 20 Agust 2013

Faculty of Languages and Arts

Yogyakarta State University

Dean,



Prof. Dr. Zamzani, M. Pd.

NIP: 19550505 198011 1 001

PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Agus Setiawan**

NIM : 07211144013

Program Studi : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni, Universitas Negeri Yogyakarta

JudulSkripsi : CATEGORY SHIFTS IN BILINGUAL TRANSLATION OF
AGATHA CHRISTIE'S *N OR M?* AND MARETA'S *N ATAU M?*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 23 Juli 2013

Penulis,



Agus Setiawan

MOTTOS

When I get sad, I stop being sad, and be AWESOME instead.

True Story!

Work like you're poor, party like you're rich.

I'm so awesome, they don't congratulate me for my birthday,
they congratulate the day because I was born on it. True Story!

DEDICATIONS

THIS RESEARCH IS DEDICATED TO THOSE WHO ALWAYS LOVE, SUPPORT,
AND PRAY FOR ME :

MY PARENTS

Mr Sugino

Mrs Uminarsih

ACKNOWLEDGEMENTS

All praises be to the Almighty God, Allah SWT, the Most Merciful and the Most Beneficent, for His very best love and blessing without which I would have never been able to complete this thesis. This thesis also cannot be completed without some help from others. For this reason, I would like to express my sincerest gratitude to:

1. My consultan, Drs Suharso M. Pd.; and Yosa Abduh Alzuhdy, M.Hum.; without whose knowledge and assistance this research would not have been succesful.
2. My parents, Mr Sugino and Mrs Uminarsih for giving love and supporting me spiritually throughout my life. I believe it is not enough to make them happy but I will never stop trying.
3. My brothers and sisters, Ibnu Nardono, Anton Kurniawan, and Dian Sari Kurniasih for unconditional support. I love them so much.
4. The 'Bolodupak' members, Bodreg, Goebang, Fuad, Koyor.
5. G10 Boarding house crew, Indra, Rama, Yahya, Sigit, Lukman.
6. Beloved Bodreg futsal crew, Rio, Farizal, Kipli, Elang, Liphenk, Plenduz, Aan, Heru, Truck, Cabul, Banu Adya, Meilaz, Briant, Catur, Yoseph.
7. Beloved English Corner Regional Yogyakarta, Yuki, Ian, JC, Big D, Jibril, Aya, Desty, Panda, Hada, finally its done, guys.
8. My romance guru, beloved @JetVetLeev, @KeiSavioure, @LexDePraxis and @FashionPria

Finally, I realize that my thesis is far from being perfect. Therefore, I would gratefully accept any comments or suggestions for the betterment of this thesis.

Yogyakarta, July 31th 2013

Agus Setiawan

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION.....	iii
CERTIFICATE OF AUTHENTICITY	iv
MOTTOS	v
DEDICATIONS	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF FIGURES	ix
LIST OF TABLES	x
LIST OF ABBREVIATIONS	xi
LIST OF APPENDICES.....	xii
ABSTRACT.....	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of the Problem	1
B. Research Focus	7
C. Research Objectives.....	9
D. Research Significance	10
CHAPTER II LITERATURE REVIEW.....	11
A. Theoretical Review	11
1. Translation.....	11
a. Definition of Translation	11
b. Types of Translation.....	12
c. Translation Process.....	14
2. Notion of Translation Shift.....	15
3. Types of Translation Shift.....	15
4. Degrees of Meaning Equivalence in Translation.....	25

5. About N or M?.....	27
B. Analytical Construct	28
C. Theoretical Framework and Orientation	31
CHAPTER III RESEARCH METHOD	32
A. Research Approach	32
B. Data and Source of Data	32
C. Research Instruments	33
D. Procedure	33
E. Trustworthiness	35
CHAPTER IV FINDINGS AND DISCUSSION	32
A. Findings.....	32
B. Discussion	39
1. The Occurrence of Category Shifts.....	39
2. The Factor of the Occurrence of Category Shifts	48
3. The Different Degrees of Meaning Equivalence	54
CHAPTER V CONCLUSIONS AND SUGGESTIONS	66
A. Conclusions.....	66
B. Suggestions	67
REFERENCES.....	69
APPENDICES	71

LIST OF FIGURES

Figure 1: Analytical Construct

LIST OF TABLES

Table 1. The data sheet

Table 2. The occurrence of category shift

Table 3. The occurrence of multiple category shifts types

Table 4. The factors of category shifts

Table 5. The different degrees of meaning equivalence

LIST OF ABBREVIATIONS

A: The different grammatical rule between the source language and the target language

B: The necessity to get a natural translation

C: The importance of delivering message by clarifying the meaning

CM: Complete Meaning

Diff: Different Meaning

DM: Decreased Meaning

DW: Downward

E: Equivalent

IM: Increased Meaning

NE: Non-Equivalent

NM: No Meaning

SL: Source Language

ST: Source Text

TL: Target Language

UW: Upward

LIST OF APPENDICES

Data *N or M*?

Triangulation form

CATEGORY SHIFTS IN THE BILINGUAL TRANSLATION OF AGATHA CHRISTIE'S *N OR M?* AND MARETA'S *N ATAU M?*

AGUS SETIAWAN

07211144013

ABSTRACT

This study focuses on the phenomena of category shifts that occur in the English – *Bahasa Indonesia* translation of *N or M?* novels. This study aimed to (1) find out the types of the category shifts found in Agatha Christie's novel *N or M?* with its translation *N atau M?* by Mareta; (2) reveal the factors of the occurrence of category shift in Agatha Christie's novels *N or M?* with its translation *N atau M?* by Mareta; and (3) reveal the different degrees of meaning equivalence in Agatha Christie's novels *N or M?* with its translation *N atau M?* by Mareta.

This research was a descriptive study, applying the content analysis technique. The object of this study was Agatha Christie's *N or M?* and its translation *N atau M?* by Mareta. The data were analyzed using the content analysis technique. The researcher analyzed the occurrences of category shifts in the novel. The types of category shifts were structure shift, class shift, unit shift, and intra-system shift. The data are drawn into a table of the data sheet. In analyzing, the researcher compared sentence to sentence between the source language and the target language. The research instruments were a conceptually constructed classification arranged by the researcher and employed credibility and dependability criteria. The technique to gain validity of the data and the findings was by having regular analytical discussions with the researcher's consultant and by sharing with peers in order to compare the researcher's analysis by conducting deep analysis.

The results of this study are as follows: (1) occurrences of category shifts, consisting of structure shifts, unit shifts, class shifts, and intra-system shifts. The occurrences of structure shifts are 43 cases or 6.55%, unit shifts are 452 cases or 69.07%, Class shifts are 51 cases or 7.77%, and Intra-system shifts are 108 cases or 16.61%. The effect of category shifts in English – *Bahasa Indonesia* translation of the novels *N or M?* can change the degree meaning equivalence in the target language. From the result above, it shows that unit shifts have the highest occurrence. (2) There are three factors why shifts occur including, (a) the different grammatical rule between the source language and the target language, (b) the necessity to get a natural translation, and (c) the importance of delivering message by clarifying the meaning. (3) The equivalence degrees include complete, increased, and decreased meanings and non equivalence degrees are different meaning and no meaning. Complete meanings have the highest frequency of occurrences that is 445 out of 621 cases or 71.65% followed by increased meanings with 10 cases or 1.62% and decreased meanings with 105 occurrences or 16.90%, no meaning with 8 occurrences or 1.29% and different meaning with 53 cases out of 621 cases or 8.54%. Complete meaning has the highest frequency, in other words, the translator successfully transfers the meaning from the source text to the target text.

CHAPTER I

INTRODUCTION

A. Background of the problem

There are plenty of important thought in the non-scientific books. By reading non-scientific books, the reader can see how people in other parts of the world behave. Besides, these stories can expand the imagination of the reader to look back into the past. In addition, reading non-scientific books sometimes gives more fun and the experience to the reader. Reading novels is a good pastime or recreation. It is relaxing and one can escape from one's life and its problems temporarily as one gets involved in the lives of the characters in the novel. Nowadays, lots of scientific and non-scientific books are also translated into many languages. Many literary works, including novels, have been translated from English into *Bahasa Indonesia*.

A novel is a fictional piece of prose usually written in a narrative style. Novels tell stories, which are typically defined as a series of events described in a sequence. The novel has been a part of human culture for over a thousand year, although its origins are somewhat debated. Regardless of how it began, the novel has risen to prominence and remained one of the most popular and treasured examples of human culture and writing. There have been stories and tales for thousands of years, but novels must combine a few unique characteristics in order to be defined as such. First, a novel is written down rather than told through an oral account. Secondly, novels are meant to be fictional in form, differentiating them from myths, which are said to have their basis in reality or theology. Although some modern scholars argue

differently, there is no truly established guideline for length, point-of-view, or even establishment of a moral or philosophical point in novels.

Novel is a form of entertainment which some people like. This is due to the fact that reading novels are enjoyable and entertaining. Most people enjoy fictional stories whether in the form of novels or movies. The majority of Indonesian people do not speak and understand English. Therefore, in order to make the reader still can enjoy the novels, translation is needed to overcome this language barrier. So, novels are translated into *Bahasa Indonesia*.

There are many English novels that have been translated into *Bahasa Indonesia*. One of them is *N or M?* written by Agatha Christie, first published by Agatha Christie Limited in 1941. This novel was translated by Mareta into the title, *N atau M?* and published by Gramedia Pustaka Utama in 1990.

Translation can be seen indifferent views for some groups of people. For people who are not translators, it is primarily a text; for people who are, it is primarily an activity. Every translation activity has one or more specific purposes and whichever they may be. The main aim of translation is to serve as a cross-cultural bilingual communication vehicle among people. In the past few decades, this activity has developed because of rising international trade, increased migration, globalization, the recognition of linguistic minorities, and the expansion of the mass media and technology. For this reason, a translator plays an important role as a bilingual or

multi-lingual cross-cultural transmitter of culture and truths by attempting to interpret concepts and speech in a variety of texts as faithfully and accurately as possible.

To be a good translator, it is important to understand the differences that occur in the process of translation. A good translator should be familiar with the culture, customs, and social settings of the source and target language speakers. The good and understandable translation can also influence the future of the novel whether it can be successful or failed to attract the readers. If the translation is accepted by the readers, it will make the readers more interested in reading the novel. Consequently, it is important to judge a translation activity only within a social context.

Translating is a challenging activity and there are a few difficulties that appear during translation process, so every language describes the world in different way and has its own grammar structure, grammar rules and syntax variance. During this process, the following are the most particular problems: 1) problems of ambiguity: these originate from structural and lexical differences between languages and multiword units like idioms and collocations, 2) problems of grammar: there are several constructions of grammar with rules that are poorly understood, 3) problems of language: these include idiom terms and neologisms, slang language are difficult to understand, in respect of punctuation conventions and proper names of people, organizations and places, and 4) problems of the source text: These are illegible texts, incorrect spellings.

Another problem is that translators have a hard time to convey the same meaning to other language. For example, in translating literature, poems and songs, it is impossible to express the same meaning as the source language. However, these texts need to be balance in both source language and target language. Furthermore, translating is not only to translate the words, but also to find ones that rhyme as well.

A translation is considered good when it arouses the same effect, as did the original (Zilahi, 1963 in House, 1977:8). Of course, it is not easy for a translator to do this because every language has its own rule that may not affect similarly in another language. For example, there are a lot of differences between English grammar and Indonesian grammar. Moreover, English and *Bahasa Indonesia* also have different rules in linguistic unit such as in forming words like the use of morphemes.

Translation is defined as meaning transfer from the source language to the target language, as equivalent and natural as possible. In translation, meaning transfer is the main purpose. This requires the adaptation either in terms of grammar or wording. Equivalence and naturality imply that a good translation is not read as a translation work, but rather as an original work.

Accuracy is essential to produce a good translation. In translating, the translators need not only a broad knowledge about the culture and the languages, both the target language and source language, but also the creativity to choose the appropriate equivalence. A translator's work is complex because it deals with

problems of meaning. Besides, it is concerned with lexicon, grammatical structure, communication situation, and cultural context of languages, both the TL and the SL.

Translators have to convey the meaning as exactly as the meaning of the source language since meaning is the most important part to transfer and hold in translation. To hold the meaning in translation, translator sometimes needs to change the structure. The fact that the translator faces the condition that forces him/her to make shifts to keep the meanings constant so that the messages can be conveyed naturally and communicatively makes the writer interested in analyzing it. The shifts usually occur in the translation from English into *Bahasa Indonesia*.

Perfect knowledge of the original language is an important thing for translators and a competent relationship with the subject of which it treats. On the other hand, it is not easy for the translator to make natural translation and has exactly the same meaning as the source language, because every language has different structures or grammars. Both English and *Bahasa Indonesia* have grammatical differences.

Grammar is a description of the structure of a language and the way in which linguistic unit, such as words and phrases are combined to produce sentence in the language (Richards, 1985:125). English grammar has units; they are sentence, clause, phrase, word and morpheme. Indonesian Grammar also has units; they are sentence, clause, phrase, word and morpheme.

There are no two identical languages, either in meaning or structure (Nida in Venuti, 2000:126). This fact causes some difficulties for a translator to find the equivalence in TL. The equivalence is taken to be the basis on which source language (SL) textual material is replaced by target language (TL) textual material (Catford, 1965) in (Hatim, 2000:161). Therefore, to produce a good translation, a translator should be able to do adjustments either in meaning or structure to keep the meaning constant so that the messages can be conveyed naturally and communicatively. One of the possible ways is by making shifts. As Catford (1965:80) says, “Shift is needed to produce natural translation and established translation equivalence between SL and TL which usually occurs in the unit of grammar, class, structure and system”.

Shifts are firstly introduced by J.C Catford. A shift is a translation procedure involving the change in the grammar from SL to TL (Newmark, 1988:85). Shift can be classified into level and category shifts. Level shift occurs when an SL item has a TL translation equivalent at a different linguistic level from its own (grammatical, lexical, etc). For example, the English word *peoples* can be translated into a phrase *beberapa orang* in *Bahasa Indonesia*.

Shift is required when grammatical structure of source language does not exist in the target language. For example, the morpheme *inter-* in English does not exist in *Bahasa Indonesia* as a morpheme also, but as a word which has meaning *di antara*.

Translation shifts likely occur at various points and levels of text because elements of grammatical structures in *Bahasa Indonesia* are different from those in English. The changes on translation result may be in the form of adding and omitting to the TL. Adding occurs because TL has grammatical category which SL lacks. Omitting occurs because the TL has a grammatical category which exists in the SL.

Nowadays, many novels have been translated into *Bahasa Indonesia*. This will brings a great advantage to Indonesian people. Nevertheless, it is possible that shifts also occur in the translated novel. Because shift is useful to convey an idea or meaning in source language so that the idea or meaning in target language can be understood correctly by the readers.

B. Research Focus

Translation is divided into interlingual translation, intralingual translation, and intersemiotic translation. While interlingual translation entails the transfer of content as well as of form from one language to another, intralingual translation entails the process of rewording in one and the same language for purpose of clarification. The last kind, intersemiotic translation, is the method employed when a written text is transferred into another medium such as film, or music, or vice versa (Jakobson in Kuhiwezak and Littau, 2007: 48).

It becomes a problem when equivalence between two or more languages does not exist. There must be changes and alterations which always become solution. These changes and alterations may take place in the level of word, phrase, clause, or sentence. The message of the source language (SL) must remain the same while the

form is not necessarily the same. In order to preserve the message, the translator often involves translation shifts. Here it should be remembered that 'to shift' means 'to change' or 'to alter'. The change can be in the case of grammatical rank, grammatical class, language unit, etc.

Shift may occur if there is no formal correspondence between the SL and the TL. Translation shifts are divided into two major types; those are level shift and category shift. Level shift means that there is a different translation equivalence level between the SL and the TL. In category shift, there are some sub divisions of shifts involved, those are: structure shift, class shift, unit shift, and intra-system shift.

This study focuses on category shifts that occur in the process of translation from English into Bahasa Indonesia in the novel *N or M?* which was written by Agatha Christie and published by Agatha Christie Limited in 1941. This study focuses on category shifts because this type of shifts covers all kinds of grammatical changes from the source language to the target language. Those changes include changes of structure, class, unit and system. The novel is chosen because the researcher found this to be an utterly charming and engrossing novel, with many twists and turns. Besides, the researcher would also like to reveal the effects of category shifts to the meaning equivalence in the *Bahasa Indonesia* of Agatha Christie's *N or M?*

Departing from the explanation above, the researcher problems are formulated as follows.

1. What types of category shifts occur in the *Bahasa Indonesia* translation of Agatha Christie's *N or M?*
2. What factors trigger the occurrence of category shifts in the *Bahasa Indonesia* translation of Agatha Christie's *N or M?*
3. What are the effects of category shifts on meaning equivalence between the original version and the *Bahasa Indonesia* translation of Agatha Christie's *N or M?*

C. Research Objectives

Here are the objectives of the study related to the formulation of the problem:

1. to identify the types of the category shifts which occur in Agatha Christie's novel *N or M?* with its translation *N or M?* by Mareta,
2. to describe the factors which cause the occurrence of category shifts in Agatha Christie's novel *N or M?* with its translation *N or M?* by Mareta, and
3. to evaluate the effects of category shifts on meaning equivalence between the original version and the *Bahasa Indonesia* translation of Agatha Christie's *N or M?*.

D. Research Significances

Practically this research is expected to give some benefits to the following parties.

1. English Department

The result of this research can be used as an additional material for developing translation studies related to the topic.

2. Students of English Department

It is expected that the result of this research can give a new insight in novel translation, especially for translation students.

3. Other Researchers

The result of this research can be used as a reference to do further research on novel translation.

CHAPTER II

THEORETICAL REVIEW

A. THEORETICAL DESCRIPTION

1. Translation

a. Definition of Translation

The translator, before being a “writer” as such, is primarily a “message conveyor.” In the majority cases, translation is to be understood as the process whereby a message expressed in a specific source language is linguistically transformed in order to be understood by readers of the target language. Therefore, no particular adjusting work is usually required from the translator, whose work essentially consists of conveying the meaning expressed by the original writer.

According to Catford (1965:1) translation is an operation performed on languages, that is a process of substituting a text in one language for a text in another. Translation is defined as meaning transfer from the source language to the target language, as equivalent and natural as possible. Translation is the super ordinate term for converting the meaning of any utterance of any source language to the target language (Newmark, 1988: 32). In translation, meaning transfer is the main purpose. This requires the adaptation either in terms of grammar or wording. Equivalence and naturality imply that a good translation is not read as a translation work, but rather as an original work.

Larson (1984:3) describes translation as transferring the meaning of source language into receptor language. It is only the meaning that is being transferred. The meaning should not change, only the form may change. She defines translation as a changed form. That is the change of form from the SL to the TL. Larson furthermore stated that there are some processes in order to get the meaning. One should study the lexicon, grammatical structure, communication situation and cultural context of the SL and analyse it to determine its meaning, and then reconstruct this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. Therefore, a translator should be bilingual person. This means that he/she must master the SL and TL in order to be able to transfer the SL to the TL appropriately.

The crucial problem of translation practice is finding translation equivalent for a text in a given context. Target equivalents have to be sought not simply in terms of the “sameness of meaning”, but in terms of the greatest possible overlap of situational range (Machali, 1998:3). The translation equivalence must be expressed naturally. Therefore, the reader can like it.

b. Types of Translation

There are many types of translation classified by experts. The experts' different points of view on translation are resulting to those various types. Based on the language that is involved in the process of translation Jacobson (1959) divides translation into three kinds.

- 1) Intralingual translation or rewording. It is defined as an interpretation of verbal signs by means of other signs of the same language.
- 2) Interlingual translation or translation proper. It is an interpretation of verbal signs by means of some other language.
- 3) Intersemiotic translation or transmutation. It is an interpretation of verbal signs by means of other signs of nonverbal sign systems.

There are also two types of translation; they are form-based translation and meaning-based translation (Larson, 1984: 15).

1) Form-based translation

Form-based translation attempts to follow the form of the SL. The form represents the grammatical surface structure of the language. It is the structural part of language which is actually seen in print or heard in speech. Form-based translation is also known as literal translation. It is useful if one is studying the structure of the ST as in an interlinear translation, but a literal translation does not communicate the meaning of the ST well. It is generally no more than a string of words intended to help the reader to read a text in its original language. It is unnatural and hard to understand and may be even be quite meaningless, or give a wrong meaning in the TL.

2) Meaning-based translation

Meaning-based translation attempts to communicate the meaning of the SL text in the natural form of the TL. Meaning refers to the semantic deep

structures. A translation based on the semantic structure of the language takes also into consideration the communication situation: historical setting, cultural setting, intention of the author, as well as different kinds of meaning contained in the explicit and implicit information of the text.

Besides referential and structural meaning, situational meaning is presented as an important element that would help the translator interpret the author's culture or the cultural information given in the text. Such translation is called an idiomatic translation. It is a translation which has the same meaning as the SL but is expressed in the natural form of the TL.

c. Translation Process

Nida in Widyamartaya (1989: 14) explains that there are three steps of translation; i.e. analysing, transferring, and restructuring.

- 1) Analyzing: it is used to identify the target message and contents. It includes the grammatical and semantics analysis.
- 2) Transferring: it deals about how analysis result to be transferred from the source language into the target language with someone applying of meaning and connotation, but the reaction is equivalent.
- 3) Restructuring: it is used to make certain in the re-establishing text which had been translated.

2. Notion of Translation Shift

The term “translation shift” was first introduced by Catford in 1965. His definition of this concept relies on his distinction between formal correspondence and textual equivalence: formal correspondence is a relationship that holds between two linguistic categories that occupy approximately the same place in the organisation of their respective languages, while textual equivalence holds between two portions of text that are actual translations of each other. When a textual equivalent is not formally correspondent with its source, this is called a translation shift, of which there are two major types: level shifts and category shifts.

Catford in Cholimudin (2007: 4) states that translation may be defined as follows: the replacement of textual material in one language (source language) by equivalent textual material in another language (target language). Nida and Taber in Cholimudin (2007: 3) say that translating consists of reproducing the closest natural equivalence of the source language message in the receptor language, firstly in terms of meaning and secondly in terms of style.

A translator will always attempt to reproduce the messages of the SL into the TL. In doing this, a translator not only studies and analyzes the form of the SL, but also reconstructs the meaning of the SL using the form that appropriate in target language in order to produce a good translation (Larson, 1984: 1). A translation is considered good when it arouses in the same effect, as did the original (Zilahy, 1977: 8). It is not easy to do this, because every language has its own rule that may not

affect another language. This fact causes some difficulties for a translator to find the same equivalent and the exact structure (form) in the TL.

Therefore, in translation a translator should be able to do adjustments either in meaning or structure to keep the meaning constant so that the messages can be conveyed naturally and communicatively. One of the possible ways is by making shifts. As Catford (1965: 80) says “Shift is needed to produce natural translation and establish translation equivalence between the SL and the TL which usually occurs in the unit of grammar, class, structure, and system”.

Shifts are defined in terms of departures from formal correspondence in the process of going from the SL to the TL (Catford, 1965: 73). Shift can also be called as transference which means a translation procedure involving the change in grammar from the SL to the TL (Newmark, 1988: 85). It means shift is a translation strategy that involves a grammatical change from the SL to the TL.

The phenomenon of shifts should be redefined positively the consequence of the translator’s effort to establish translation equivalency between two different language-systems: that of the SL and that of the TL. In this sense, shifts can be defined as problem-solving strategies adopted consciously to minimize the inevitable loss of meaning when rendering a text from one language into another.

3. Types of Translation Shift

Shift represents some changes occurring in a translation process. Translation shifts occur both at the lower level of language, i.e. the lexicogrammar, and at the

higher thematic level of text. Catford (1978: 73) states that by shift we mean the departure from formal correspondence in the process of going from the source language to the target language. Further, he states that basically, in shift of translation, or transposition he says, it is only the form that is changed. In addition, he urges the translation shift is done to get the natural equivalent of the source text message into the target text (1978: 76). Translation shifts also occur when there is no formal correspondence to the syntactic item to be translated (Machali, 1998: 3). According to Bell (1991: 33), to shift from one language to another is, by definition, to alter the forms.

Catford (1965:73) divides the shift in translation into two major types, level shift and category shift. Level shift refers to a source language item at one linguistic level that has a target language translation equivalent at a different level. In other words, it is simply a shift from grammar to lexis.

Category shift refers to departures from formal correspondence in translation. What is meant by formal correspondence is any grammatical category in the target language which can be said to occupy the same position in the system of the target language as the given source language category in the source language system (Machali, 1998: 13). The category shift is divided again into structure shifts, unit shifts, class shift, and intra-system shifts. Structure shift is the changing of words sequence in a sentence. Unit shift is the changes of rank; that is, departures from formal correspondence in which the translation equivalent of a unit at one rank in the

source language is a unit at a different rank in the target language. Class shift occurs when the translation equivalent of a source language item is a member of a different class from the original item. Intra-system shift refers to the shifts that occurs internally, within the system; that is for those cases where the source and the target language possess systems which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the target language system.

Machali (1998: 152) also proposes the kinds of translation shift. She divides the shift in translation into two kinds: obligatory shift and optional shift. An obligatory shift refers to the kinds of shift that occurs when no formal correspondence occurs in the translation. It is the shift that its occurrence is dictated by the grammar. The other kind of shift is the optional shift. It refers to a case of shift that is caused by the translator's discretion. It is called optional shift since the translator could have chosen the more equivalent clauses with the readers' orientation in the target language text.

In addition, Machali (1998: 160) states that there are two basic sources of translation shifts: source language text-centered shift and target language text-centered shift. The source language text-centered shifts are of three kinds, namely, grammatical shift, which mainly concerns particle markedness, foregrounding, and tenses; shifts related to cohesion, which mainly concern ellipsis; and textual shifts, which mainly concern genetic ambivalence, and embodiment of interpersonal meaning. The target language text-centered shift causes the main problem concerned

with achieving effectiveness, pragmatic appropriateness (including the cultural one), and information (referential) explicitness.

Nida and Taber (1969: 171) say that some of the most common shifts in meaning found in the transfer process are modifications which involve specific and generic meaning. Such shifts may go in either direction from generic to specific or specific to generic. A shift may result from a difference of the system in both languages. The difference can be in the form of vocabulary or structure, the shift caused by the vocabulary results in a shift in meaning. It can be concluded that there are two kinds of shifts in meaning. The first is the meaning shift from general to specific meaning. The second is the meaning shift from specific to general meaning. These kinds of shifts often cause incorrect translation. The shift of structure, however, usually does not change the meaning or the message of the original text.

a. **Category Shift**

According to the explanation before, category shifts are departures from formal correspondence in translation. Formal correspondence means any grammatical category in the target language, which can occupy the same position in the system of the target language as the given source language category in the source language system (Machali, 1998: 13). As explained before, category shifts include structure shift, class shift, unit shift, and intra-system shift.

1) Structure shift

Structure shift involves a change in grammatical structure between an SL and a TL. In grammar, structure shifts can occur at all ranks. For example: ‘black box’ becomes “*kotak hitam*” in *Bahasa Indonesia*. In the example before, there is a shift from MH (modifier + head) to HQ (head + qualifier). Here is another example of structure shifts:

SL: heavy rain (adjective + noun)

TL: *hujan deras* (noun + adjective)

The source language text and the target language text are not in formal correspondence. The pattern of the source language phrases is adjective + noun, but in the target language it is noun + adjective.

Structure shifts can also happen when an active sentence in the SL becomes a passive one in the TL. For example:

SL: I take the hit.

TL: *Aku dipukul*

In the source language the sentence is in the active form. However, in the target language it is translated into passive form.

2) Unit shift

Unit shift means changes of rank, that is, departures from formal correspondence in which the translation equivalent of a unit at one rank in the source language is a unit at a different rank in the target language. There can be a

change from sentence to clause, phrase, word, and morpheme and vice versa. According to Machali (1998: 16), the unit shift shows a change of rank, i.e. a lower rank is translated into a higher rank or vice versa. In accordance with the statement before, there are two types of unit shifts, namely:

a) Upward Unit Shift

Upward unit shifts occur when there is a change from lower rank into higher rank. Example:

i. Word into phrase/group

SL: Sunset

TL: *Matahari tenggelam*

In the source language, a word ‘sunset’ is translated into a group ‘*matahari tenggelam*’ in the target language. In this unit shift, a lower level (word) becomes higher level (phrase/group).

ii. Phrase/group into clause

SL: I can’t buy thos pants. No Money.

TL: *Aku tak bisa membeli celana itu karena aku tak punya uang.*

In this source language, a phrase ‘no money’ is translated into a clause ‘*aku tak punya uang*’. In this case, a lower level (phrase) is transferred into a higher level (clause).

iii. Clause into sentence

SL: I slept.

TL: *Aku pun mulai tertidur.*

In the source language, an independent clause ‘I slept’ is translated into a sentence ‘*Aku pun mulai tertidur*’. In this case, a lower level (clause) is transferred into a higher level (sentence).

b) Downward unit shift

Downward unit shifts occur when there is a change from higher rank to lower rank. Example:

i. Clause into phrase/group

SL: This phone can’t be used, it doesn’t work.

TL: *Telfon ini tak bisa dipakai, tak berfungsi.*

In the source language, a clause ‘it doesn’t work’ is translated into a group ‘*tak berfungsi*’. In this case, a higher level (clause) is transferred into a lower level (group).

ii. Phrase/group into word

SL: Stand up

TL: *Berdiri*

A verb phrase ‘stand up’ is translated into a word ‘berdiri’. It causes unit shift from a higher level (phrase) into a lower level (word).

3) Class shift

Class shifts occur when the translation equivalent of a source language item is a member of a different class from the target language item. In accordance with class shift, Catford (1965: 78) says that class shifts comprises shifts from one part of speech to another. Meanwhile Vinay and Darbelnet (in Munday, 2001: 57) introduce a term transposition which is defined as a change of one part of speech for another without changing the sense.

Below is an example of class shift:

SL: medical *student* (adjective + noun)

TL: *mahasiswa kedokteran* ((noun + noun)

In the source language, the adjective “medical” operating as modifier is translated into a noun “*kedokteran*” in the target language. Shift occurs from adjective into noun.

4) Intra-system shift

Intra-system shift occurs on the system of a language. It is used to indicate that shift occurs internally within the system of the language concerned, which involves a selection of a non-corresponding word in the TL system, for example: single-plural form in both languages. “*A pair of trousers*” is translated into “*sebuah celana*”. Here although *Bahasa Indonesia* has a corresponding plural form for “*trousers*”, *Bahasa Indonesia* language system requires the use of the singular form for “*a pair*”.

b. Rank shift

In the rank shift, a SL item at one linguistic level/rank has a TL translation equivalent at a different rank. The common level shift in translation is shift from grammar to lexis and vice versa. Level shift refers to a source language item at one linguistic level that has a target language translation equivalent at a different level. In other words, it is simply a shift from grammar to lexis.

Catford (1965: 73) speaks of a rank shift when a source text item has a textual equivalent on a different linguistic level. Following the early Hallidayan Scal and Category Grammar, he distinguishes the four linguistic ranks – phonology (the medium-form of spoken language), grapholog (the medium-form of written language), grammar (closed systems), and lexi (open sets), which are related in language-specific ways to extra-linguistic levels of substance: phonology to phonic substance, graphology to graphic substance, and both grammar and lexis to situation substance.

Rank shifts, however, can only occur between the levels of grammar and lexis. This restriction is due to Catford's understanding of translation equivalence which, from his structuralist point of view, is not based on a samenes of meaning, for meaning is defined as "the total network of relations entered into by any linguistic form" (Catford 1965: 35) and consequently cannot be the same across languages. Rather, the prerequisite for translation equivalence is that two linguistic elements can function in the same situation, and this is only possible if there exists a certain

overlap of relevant situational features on the level of substance. Consequently, textual and translational equivalence

4. Degrees of Meaning Equivalence in Translation

Degrees of meaning equivalence in translation can be further categorized into: equivalent meaning which consists of complete meaning, increased meaning, decreased meaning, and non-equivalent meaning which consists of different meaning and no meaning.

a. Equivalent meaning

1) Complete meaning

Complete meaning occurs when the transfer happens from the SL into the TL without adding or omitting the information. For example, the expression '*pagi itu*' in Bahasa Indonesia is translated into 'that morning' in English. In this case, the information of the SL is exactly transferred into the TL, without any changes of meaning.

2) Increased meaning

Increased meaning occurs when the translator adds to the TL text, some information content which is not found in the SL text. The example is when the expression '*cold*' is translated into '*dingin dan gelap*'. In this case, the translator adds the expression '*gelap*' in his translation. *Hypernym*, the expression of words, phrase, clause or sentence of which the meaning is considered as the part of other smaller expression, is included in this group. For example, *animal* is hypernym of *cow*.

3) Decreased meaning

Decreased meaning occurs when the translator omits some information which is found in the SL text so the information content of the TL decreases. For example, the expression '*the bronze medal on the wall*' is translated into '*medali di dinding itu*'. Here, the translator did not transfer the meaning of the original non phrase completely. The expression '*bronze*' is not translated by the translator.

b. Non-Equivalent meaning

Non-equivalent meaning is the meaning of the translation which does not convey the meaning of the original writing. The target language does not contain a term that corresponds in meaning, either partially or inexactly, to the source language. Non-equivalence meaning occurs when one or more of the vocabularies used are narrower in scope than the other vocabularies. In this case non-equivalence may be replaced by adopting a loan term. There are two degrees of non-equivalent:

1) No meaning

No meaning occurs when translators eliminate all of the information found in the source language text so that the target language text loses all of the information content of the source language text. For example, the meaning of the clause 'young and free' is transferred into '*bebas*' so the meaning of the word 'young' is lost or totally not transferred in *Bahasa Indonesia*.

2) Different meaning

Different meaning occurs when translators change the information contained in the source language text by using words that have different meaning in the target language text. For example, the clause '*Feeding my two brothers, Ronald and Stan*' is transferred in *Bahasa Indonesia* as '*Sarapan bersama kedua saudaraku, Ronald dan Stan.*' The word 'feeding' which has realization in *Bahasa Indonesia* as '*memberi makan*' or '*menyuapi*' is differently transferred into '*sarapan bersama*' in the *Bahasa Indonesia* realization.

5. About N or M?

N or M? is the mystery novel written by Agatha Christie. It was first published in 1941 by Agatha Christie Limited. N or M? is translated into *Bahasa Indonesia* by Mareta and published by PT Gramedia Pustaka Media in 1990. Online copy are available to download in <http://www.4shared.com/N?M?Agatha?Christie>. The researcher download the online copy and printed it into a book to make the data analysis more easy.

The author's purpose in writing this book was to entertain readers. The author did this by writing a mystery. The author also provided information about the Fifth Column which was a group of German spies that had infiltrated all of Europe during WWII.

The theme of the story was that even middle-aged detectives can be as sharp as young detectives. The two protagonists had a hard time finding work during the

war because they were considered too old to be of any use. However, they were brought in to work for the government undercover because no one would recognize them. They had been retired for 20 years, and no one in the Fifth Column would know of them.

The style of the book is the rhetorical mode known as narration. Agatha Christie tells the story through a series of events in chronological order throughout the mystery. This style was effective because telling a mystery out of order makes the reader very confused. The readers have to read the entire story in order to find out who the bad guys are. The first thing that occurs in the story is when Mr. Grant goes to see Tommy Beresford about an undercover job during WWII. Tommy accepts the job but cannot tell his wife anything about this assignment. Tommy goes to a boarding house called the Sans Soucie in Leahampton, England. There he finds his wife Tuppence already in disguise and undercover! If these occurrences had happened in reverse, the story wouldn't make as much sense. Also, if the traitors were revealed at the beginning, much suspense would be taken out of the story.

B. Analytical Construct

In translation, it is the meaning that should be transferred from the SL into the TL. The meaning should be re-expressed naturally into the TL. To get natural translation, a translator may change the structure of the SL items that have no correspondence in the TL. This procedure is what Catford (1965: 76) calls "translation shift". Translation shift is the phenomenon of mismatches or form

between the SL and the TL items during the translation process. Translation shift is done to get natural equivalent of the ST message into the TT.

In relation to meaning, Halliday (1994), states that language is a complex semiotic system consisting of multiple levels or strata. Those levels are discourse semantic, lexicogrammar and phonology / graphology. Discourse semantic is the level of meaning. Lexicogrammar is the level of meaning, while phonology / graphology is the level of sending / writing.

According to Halliday (1994: 15), the central stratum of language is grammar or it is called lexicogrammar, because it includes both grammar and vocabulary. Concerning with grammar or lexicogrammar there may be shifts in a translation because every language has its own grammatical system or structure. The structure of the SL is different from the structure of the TL. This difference raises the phenomenon of translation shifts.

Although the translator's purpose by doing shift is to achieve the equivalence between the SL and the TL, there are some degrees of equivalence because of those shifts. Bell (1991: 6) says that text in different languages can be equivalent in different degrees, fully or partially equivalence. Those degrees involve complete, increased, and decreased meaning.

Complete meaning occurs when the translator transfers the information content of the SL into the TL without adding or omitting the information. It means that the information of the SL is exactly transferred in the TL. Increased meaning occurs

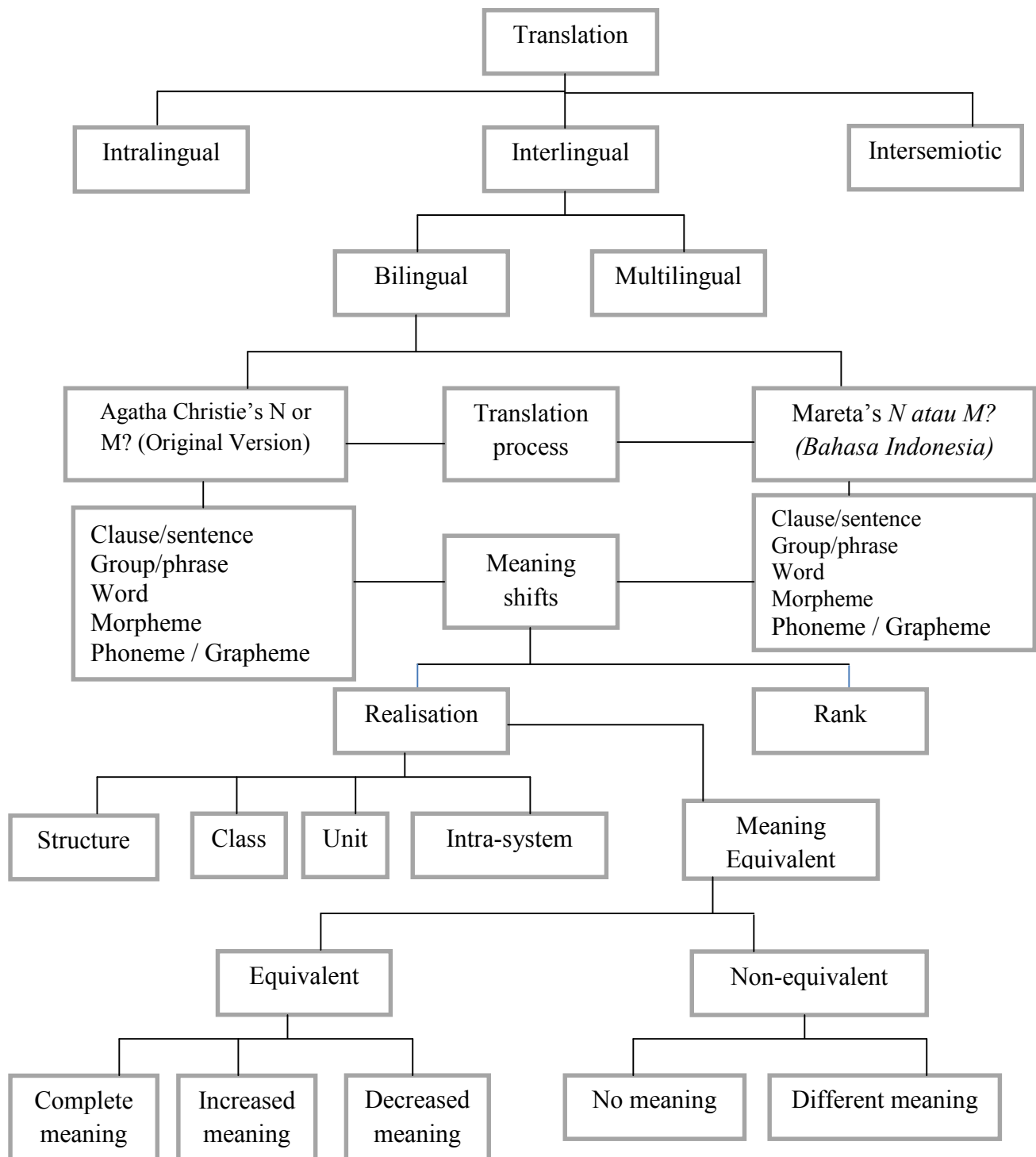
when the translator adds to the TL some information content that is not found in the SL. Meanwhile, decreased meaning occurs when the translator omits some information content from the SL.

The meaning or message of the SL may change because of the change of the SL forms into the TL forms. Those changes can cause the different degrees of equivalent meaning including complete, increased, and decreased meaning. To identify the influences of rank shift to the meaning, meaning is analyzed based on the ideational meaning.

This research focuses in category shifts and the effect to the meaning equivalence which occurs in the novels *N or M?* by Agatha Christie and its *Bahasa Indonesia* translation by Mareta. Category shift is departures from formal correspondence (unit, class, structure, and elements of structure) in translation.

The category shift includes structure shift, class shift, unit shift, and intra-system shift. Unit shift includes upward unit shift and downward unit shift. Shifts occur when the meaning equivalence between the SL and the TL is not achieved. In accordance with meaning, there are two categories: equivalent (complete meaning, increased, decreased) and non-equivalent (no meaning and different).

Figure 1. Analytical Construct



CHAPTER III

RESEARCH METHOD

A. Research Approach

This research was a descriptive study, applying the content analysis technique. The object of this study was Agatha Christie's *N or M?* and its translation *N atau M?* by Mareta. The researcher analyzed the occurrences of category shifts in the novel. The types of category shifts were structure shift, class shift, unit shift, and intra-system shift. The data are drawn into a table of the data sheet. In analyzing, the researcher compared sentence to sentence between the source language and the target language. The research instruments were a conceptually constructed classification arranged by the researcher and employed credibility and dependability criteria. The technique to gain validity of the data and the findings was by having regular analytical discussions with the researcher's consultant and by sharing with peers in order to compare the researcher's analysis by conducting deep analysis.

B. Data and Source of Data

The sources of data are an important part in research organization; the appropriate data will give the researcher a great number of information for the research. Data sources are objects from which the data are obtained for the research. The data sources of this research were the original novel and the translated novel of *N or M?*. The original novel is entitled *N or M?*, written by Agatha Christie. It was first published in 1941, by Agatha Christie Limited.

The translated novel is entitled *N atau M?*. The translation novel was translated by Mareta. The publisher is PT Gramedia Pustaka Utama. It first published in *Bahasa Indonesia* in Desember 1990, the translated novel contains 280 pages in 15 chapters. The data of this research is category shift that occurs in morphemes, words, phrases, clauses, and sentences in Agatha Christie's *N or M?* and its *Bahasa Indonesia N atau M?* by Mareta. The researcher gathered the data by read and re-read the original text and its translation.

C. Research Instruments

The instruments in this study are the researcher himself, data sheets, and related references. In this research, the researcher acted as the planner, data collector, data analyst, data interpreter, and reporter of the analysis result. Meanwhile, in conducting this study, the researcher used additional instruments, such as dictionaries and a computer to collect and classify the data.

D. Procedure

1. Data Collection

The process of data collection in this study used the content analysis technique. In using this technique, the researcher took all data that support the research questions. In the meantime, the chosen data led to the focus of the study. In collecting the related data, the researcher read and reread the original and the translated version of the novel *N or M?*

2. Data analysis

In doing analysis, the researcher compared some previous researchers which have the same case as this research. The data were analyzed using content analysis technique. The researcher analyzed the occurrence of category shifts that occurred in the novel. The types of category shifts being analyzed were structure shift, class shift, unit shift, and intra-system shift. The data are drawn into a table of the data sheet. In analyzing, the researcher compared sentence to sentence between the source language and the target language. Then the researcher analyzed why category shifts occur in the translation process. Furthermore, the researcher analyzed the effect of category shifts to the meaning equivalence whether it is equivalent (complete, increased, or decreased) or non-equivalence (no meaning or different meaning).

After the meaning equivalence was analyzed, the researcher calculated the data according to the types of category shifts and the types of meaning equivalence. The researcher used alphabetical symbols to indicate the occurrences of category shifts and the effects to the meaning equivalence. Those alphabetical symbols are; structure shifts, class shifts, upward unit shifts, downward unit shifts, intra-system shifts, complete meaning, increased meaning, decreased meaning, no meaning, and different meaning. Finally, the researcher drew the conclusions from the occurring category shifts found.

Table 1: The Data Sheet

No	ST	TL	Category shift				Factors	Meaning Equivalent				
			Structure shift	Unit shift		Class shift	Intra system shift	Equivalent			Non-Equivalent	
				UW	DW			CM	IM	DM	NM	Diff

E. Trustworthiness

In qualitative research, data trustworthiness is an effort to gain the data reliability. There are four requirements to gain data trustworthiness: credibility, transferability, dependability, and confirmability (Moleong, 2001: 173).

In this research, the researcher used credibility and dependability criteria to achieve the trustworthiness. Credibility serves as an inquiry to gain reliability. Reliability assures that the analytical results represent something real. Together with dependability used in this research, the researcher achieved the stability of the data and findings over several researches.

Validity is aimed at ensuring that the results make people accept them as facts whose truth is unquestionable. Therefore, to achieve the validity, the researcher discusses the result of the research with her consultants and her colleagues to fulfill the validity.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

In the translation of *N or M* novel by Mareta, the researcher finds many occurrences of category shifts done by the translator to get a natural translation. The category shifts involved are structure shift, unit shift, class shift, and intra-system shift. Those shifts are done by the translator to convey the meaning in the source language to the target language. The following table is the table of classification of the data based on the types of category shift.

Table 2: The Occurrence of Category Shifts

No.	Types of Category Shift		Frequency		Percentage	
1.	Structure Shift		43		6.55%	
2.	Unit Shift	Upward	22	452	4.29 %	69.07 %
		Downward	430		64.78%	
3.	Class Shift		51		7.77 %	
4.	Intra-system Shift		108		16.61 %	
Total			654		100 %	

From the table above, it can be seen that unit shifts occur in the highest frequency; there are 453 cases out of 654 cases or 69.07%. This number

consistsof upward unit shifts which occur 28 times or 3.43% and downward unit shifts with 424 times or 64.78%. It happens because the units of English and *Bahasa Indonesia* are different from each other. According toLarrson (1984:3) translation is transferring the meaning of the source language into the target language. It is only the meaning that is being transferred. The meaning should not change, only the form may change. The lowest frequency of the occurrence of category shift is structure shifts, that is, 43cases out of 654cases or about 6.55%.The occurrences of class shifts are 51cases out of 654cases or 7.77 %. The occurrences of intra-system shifts are 108 cases out of 654 cases or 16.61 %.

The researcher also found several data that contain category shift which occurs thesame as with another typed of category shift, such as structure shift with downward upward shift, upward unit shift with intra-system shift, structure shift with class shift, structure shift and intra-system shift, structure shift with downward unit shift and also with intra-system shift, and downward unit shift with intra-system shift. There are 33 cases out of 621 cases or 5.31%.

Table 3: The Occurrence of Multiple Category Shift Types

No	Double Category Shift Types	Frequency	Percentage
1	Upward Unit Shift + Intra-system shift	2	0.32%
2	Structure shift + downward unit shift	25	4.02%
3	Structure shift + class shift	1	0.16%

4	Structure shift + intra system shift	2	0.32%
5	Structure shift + downward unit shift + intra-system shift	2	0.32%
6	Downward unit shift + intra-system shift	1	0.16%

Structure shifts involve a change in grammatical structure between the source language and the target language. Those changes occurs at sentence or clause and group ranks. In the sentence rank, structure shifts include a change of voice such as passive sentence into active sentence, as well as a change of sequence. At group or phrase ranks, there are changes from MH (Modifier + Head) into HQ (Head + Qualifier).

Unit shift means changes of rank; these are shifts where the translation in the TL is different rank from the SL. Unit shifts are found in the text that involvethe changes of ranks from lower rank into higher rank as well as from higher rank into lower rank. Unit shifts in the novels *N or M?* and its *Bahasa Indonesia* translation are upward unit shifts (word into phrases or groups, words into clauses, phrases or groups into clauses, and clauses into sentences) and downward unit shifts (sentences into clauses, clauses into words, and phrases or groups into words). Unit shift occurs in words, groups or phrases, clauses, and sentences.

Class shifts occur when the translation equivalent of anSL item is a member of a different grammatical class from the original item. Class shifts in the *N or M?* novels are changes of nouns into adjectives, adjectives into nouns, verbs into nouns, and nouns into verbs.

Meanwhile, intra-system shifts occur internally within the system of a language. Intra-system shifts found in that subtitling text are changes of a plural form in the source language into a singular form in the target language.

Category shifts occur in the novels *N or M?* and its *Bahasa Indonesia* translation because of three factors. The first factor is the different grammatical rule between English and *Bahasa Indonesia* since every language has its own structures, clauses and systems. The second factor is the necessity to get the naturalness in translation. Then, category shifts are also done to achieve or deliver the message by clarifying the meaning. Those factors are provided in the table below.

Table 4: The Factors of Category Shifts

No.	The Factors of Category Shift	Frequency	Percentage
1.	The different grammatical rule between the source language and the target language	37	5.96 %
2.	The necessity to get a natural	547	88.08 %

	translation		
3.	The importance of delivering message by clarifying the meaning	37	5.96 %
Total		621	100 %

From Table 4 above, the different grammatical rule between the source language and the target language triggers category shifts in 37 cases or 5.96%. This factor occurs because the different grammatical rule between English and *Bahasa Indonesia* cannot be ignored and it requires the translator to transfer the source language into a grammatical is acceptable form in the target language. It is stated by Larsson (1984:3) that translation is transferring the meaning of the source language into the target language. It is only the meaning that is being transferred. The meaning should not change, only the form may change. The second factor is the necessity to get a natural translation which has the highest frequency. This factor occurs in 547 times or 88.08%. It proves that in the translation of Agatha Christie's *N or M?*, the translator translates the text as naturally as possible so that it is acceptable to the target language readers. Larsson (1984:1) explains that translator not only studies and analyzes the form of the SL, but also reconstructs the meaning of the SL using the form that suitable in the target language in order to produce a good translation. The last factor is the importance of delivering message by clarifying the meaning. This factor triggers category shifts in 37 cases or 5.96%. This factor requires the

translator to deliver the message as clearly as possible so it can be understood by the target language readers.

Category shifts also impact the meaning equivalence between the source language and the target language. Category shift can reduce, add, and even omit the meaning. Those meaning equivalences are recognized into some degrees which further are provided in the table below.

Table 5: The Different Degrees of Meaning Equivalence

No.	Degree of equivalence	Frequency	Percentage
1	Complete Meaning (CM)	445	71.65%
2	Increased Meaning (IM)	10	1.62%
3	Decreased Meaning (DM)	105	16.90%
4	No meaning (NM)	8	1.29%
5	Different Meaning (Diff)	53	8.54%
Total		621	100%

From Table 4 above, it can be seen that complete meaning is the highest frequency, that is, 445 times out of 621 cases or about 71.65% followed by decreased meaning that occurs 105 times out of 621 cases or 16.90%. Different meaning occurs 53 times out of 621 cases or 8.54% followed by increased meaning that occurs 10 times out of 621 cases or 1.62% and the lowest frequency in degree of meaning equivalence is no meaning that occurs 8 times out

of 621 cases or about 1.29%. Complete meaning occurs when the translator does not add or omit information in the translation, so the message remains the same. As stated by Zilahy (1977:88) a translation is considered good when it arouses in the same effect as the original. The number of occurrences above proves that the translator transfers the message as equally as possible between the source language and the target language. To produce a good translation, a translator should be able to do adjustments either in meaning or structure to keep the meaning constant so that the messages can be conveyed naturally and communicatively.

From the number of increased meanings, it can be implied that the translator attached some information to the translation in order to deliver the message in a clear way so the reader of the target language can get a better understanding of the message. Increased meaning will help the messages transferable to the readers.

Decreased meaning occurs 105 times or 16.90 %. When information in the source language is not found in the target language, it means that the meaning is decreased. From the number of occurrences of decreased meaning, the translator is trying to bring the translation as simply as possible.

In Table 5, there are about 8 cases out of 621 cases of no meanings. No meaning occurs when the translator eliminates all the information contained in the source language. From this result, it can be seen that the translator

reduces some of the information contained in the source language so the target language loses the information. From the data, it can be seen that the translator transfers the meaning of the source language as equally as possible into the target language.

B. DISCUSSION

1. The Types of Category Shifts Which Occur in the *Bahasa Indonesia* Translation of Agatha Christie's *N or M?*

There are four types of category shift in this study. The first type of category shift found in this study is structure shift. The occurrence of structure shift is 43 times out of 654 cases or about 6.55%. The second type of category shift is class shift. Class shift occurs when the translation equivalent of an SL item is a member of a different class from the original items. Class shift occurs 51 times out of 654 cases or 7.77%. It shows that the translator maintains the class of expression in the source language. It happens because most English words have the same class in *Bahasa Indonesia*. Therefore, it is not necessary for the translator to change the word class.

The third type of category shift is unit shift which has the highest frequency of occurrence of category shifts in English and *Bahasa Indonesia* novels. Unit shift occurs when the translation equivalent of a unit at one rank in the SL is a member of different rank in the TL. The examples are a word becoming a phrase, a word becoming a clause, a phrase becoming a clause or a clause becoming a phrase, a clause becoming a word, and a phrase becoming a word.

The occurrence of unit shift is the highest, which is 452 times out of 654 cases or about 69.07%. The data prove that there is no correspondence between the SL and the TL. There are so many English expressions that would not be exactly translated into *Bahasa Indonesia* in the same rank.

The fourth type of category shift found in this study is intra-system shift. Intra-system shift occurs internally within the system of a language for instance, when the SL plural becomes a TL singular. The frequency of this shift is 109 cases out of 654 cases or about 16.61%. The data prove there are a lot of differences in the internal system between English and *Bahasa Indonesia*; these differences are in plural and singular forms. The following is the discussion of each type of category shift.

a. Structure Shift

Structure shifts that are found in English and *Bahasa Indonesia* translations of *N or M?* novels occur in sentence, clause, and group or phrase ranks. The following are examples of the structure shift in a sentence.

1) SL: **His father** got into trouble for criticizing the Nazi regime. (75)

TL: **Ayahnya** celakakarena mengkritik rezim Nazi. (75)

In this example, a structure shift occurs because there is a change in form. It is stated by Machali (1998:13) that any grammatical category in the target language can occupy the same position in the system of the target language as the given source language category in the source language system. In the source language 'his' comes before the head

'father', but in the target language 'nya' as realization of 'his' comes after the word 'ayah' as realization of 'father'. If the grammatical system of the source language is applied in transferring the expression 'his father' and translated literally, it will be 'dia ayah'. The expression is not acceptable in the target language. Therefore, the translator makes use of shift in transferring the expression to 'ayahnya'. This expression is natural and appropriate in *Bahasa Indonesia*.

2) SL: **His voice** was hoarse and unnatural. (314)

TL: **Suaranya** serak. (314)

In this example, a structure shift occurs, because there is a change in form. In the source language 'his' comes before the head 'voice', but in the target language 'nya' as realization of 'his' comes after the word 'suara' as realization of 'voice'. If the grammatical system of the source language is applied in transferring the expression 'his voice' and translated literally, it will be 'diasuara'. The expression is not acceptable in the target language. Therefore, the translator makes use of shift in transferring the expression becomes 'suaranya'. This expression is natural and appropriate in *Bahasa Indonesia*.

3) SL: "**I think** they must have been." Said Tuppence thoughtfully. (446)

TL: **Kurasa** begitu." Kata Tuppence. (446)

The translator changes the sequence of the sentence in the source language; the subject 'I think' is changed into 'Kurasa'. If the source

language expression realized in the source language grammar, it will be ‘*aku rasa begitu,*” kata Tuppence’ the translator does shift. By this shift, the audience can catch the message easily and the translation is more natural in the target language.

- 4) SL: She’d have shot down a regiment in cold blood without turning a hair just to get **her child** back. (453)

TL: *Diabisamenjadiwanita yang menembaksepasukanprajurittanpagentaruntukmenyelamatkananak nya.*(453)

In this example, a structure shift occurs, because there is a change in form. In the source language ‘*her*’ comes before the head ‘*child*’, but in the target language ‘*nya*’ as realization of ‘*her*’ comes after the word ‘*anak*’ as realization of ‘*child*’. If the grammatical system of the source language is applied in transferring the expression ‘*her child*’ and translated literally, it will be ‘*nyaanak*’. The expression is not acceptable in the target language. Therefore, the translator makes use of shift in transferring the expression to ‘*anaknya*’. This expression is natural and appropriate in *Bahasa Indonesia*.

b. Unit shifts

Unit shift occurs when the translation equivalent of a unit at one rank in the SL is a member of a different rank in the TL. According to Machali (1998: 16), the unit shift shows a change of rank, i.e. a lower rank is

translated into a higher rank or vice versa. According to Catford (1965:85) unit-shift means changes of rank, departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL. Unit shift found in this research includes changes from a lower into a higher rank and from higher into a lower rank. The following examples of unit shifts are found in the translation text of *N or M?* novels.

1) Upward shift

a) SL: It was the **spring** of 1940. (3)

TL: Saatitu **musim semi** 1940. (3)

The word '*spring*' is changed into noun phrase '*musim semi*'. It means that there is a unit shift which is similar to rank shift from word to phrase. There is a shift from a lower rank into a higher rank because the strict rank-for-rank correspondence between the SL expression and the TL expression is not observed. It means that the equivalence of '*spring*' is '*musim semi*' in the target language. This shift does not change the meaning of the source language.

b) SL: **Daughters** can be very trying. Especially when they will be so kind to you. (10)

TL: **Anak perempuan** memanglebihmenjengkelkan. Lebih-lebih kala mereka sengajabersikap manis. (10)

The word ‘*daughters*’ is changed into noun phrase ‘*anakperempuan*’. It means that there is a unit shift which is similar to rank shift from word to phrase. There is a shift from a lower rank into a higher rank because the strict rank-for-rank correspondence between the SL expression and the TL expression is not observed. It means that the equivalence of ‘*daughters*’ is ‘*anakperempuan*’ in the target language. This shift does not change the meaning of the source language.

- c) SL: She came out **smiling** and walked slowly homewards, stopping on the way to purchase some knitting wool. (253)

TL: *Diakemudian keluar **denganbibirtersenyum**, dan sebelum kembali, ia singgah dulu di toko untuk membeli benang wool.* (253)

In the case above, the word ‘smiling’ is translated into a phrase ‘*denganbibirtersenyum*’. It causes unit shift from a lower level (word) into a higher level (phrase). The translator did it to make the translation more acceptable.

2) Downward shift

- a) SL: Tommy departed for Aberdeen three days later. Tuppence **saw him off** at the station. (47)

TL: *Tommy berangkat ke Aberdeen tiga hari kemudian. Tuppence **mengantarnya** sampai ke stasiun.* (47)

The example above is a unit shift from a higher rank to a lower rank. In this case, the translator shifts the phrase '*saw him off*' into the word '*mengantarnya*'. This shift occurs because the correspondence of the source language expression in the example above is in different rank in the target language. There is no formal correspondence between the SL expression and the TL expression. This shift does not change the message of the source language and the expression '*mengantarnya*' is more natural in the target language.

b) SL: No, a firm from London, so it was said – but a lot of the men who **came down** were foreigners. (262)

TL: *Katanyasebuahperusahaan di London – tapi yang **datang**kemari orang asing.* (262)

A verb phrase '*came down*' is translated into a word '*datang*'. It causes unit shift from a higher level (phrase) into a lower level (word).

c) SL: They're **still going strong**. (288)

TL: *Merek**sehat**.* (288)

From the example above, the clause '*still going strong*' is translated into a word '*sehat*'. In this case, a higher level (clause) is transferred into a lower level (word).

c. Class shifts

Class shift occurs when the translation equivalent of the source language item is a member of a different class from the original

item. Catford (1965: 76) describes a class as 'that grouping of members of a given unit which is defined by operation in the structure of the unit next above'. Class-shift, then, occurs when the translation equivalent of a SL item is a member of a different class from the original item. The following are examples of class shift found in the Agatha Christie's *N or M?* translation novel.

1) SL: Tuppence said **wistfully**. (15)

TL: *Tuppence berkata **kesal***. (15)

The word 'wistfully' is an adverb in the source text which is shifted into 'kesal' functioning as an adjective in the target text. It means that there is a class shift from an adverb into an adjective.

2) SL: Tuppence said **sharply**. (405)

TL: *Tuppence berkata **tajam***. (405)

The word 'sharply' is a noun in the source language which is shifted into 'tajam' functioning as a verb in the target language. It means that there is a class shift from noun into verb.

d. Intra system shifts

Intra system shift occurs internally within the system of a language, for example the system of singular-plural form in both languages. According to Catford (1965: 86), he used the term intra-system shift for those cases where the shift occurs internally, within a system; that is, for those cases where the SL and the TL possess systems which approximately

correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system. For instance, the example below occurs when the ST plural becomes the TL singular. This change occurs because of the differences of grammatical system between the SL and TL.

Example:

- 1) SL: Tommy was establishing the happiest of **relationships** with Major Bletchley, “Brought down some golf clubs with you, didn’t you, Meadows? (154)

TL: *Tommy sedang menjalin **hubungan** menyenangkan dengan Mayor Bletchley. “Kau bawa tongkat golf, khan?” tanya Mayor. (154)*

In the example above, the words ‘relationships’ is in the plural form, but it is realized in the target language to be ‘hubungan’ in the singular form. This shift happens because of the differences in the grammatical system between both languages. If there is no shift, the realization of the source language expression will be ‘hubungan-hubungan’ that is not acceptable in *Bahasa Indonesia*. Moreover, that expression does not qualify the grammatical system of *Bahasa Indonesia*.

- 2) SL: He has, by his own admission, been a good deal in Germany during the last few **years**. (177)

TL: *Diapernah bilang sering ke Jerman beberapa **tahun** terakhir. (177)*

In the example above, the words 'years' is in the plural form, but it is realized in the target language to be 'tahun' in the singular form. This shift happens because of the differences in the grammatical system between both languages. The expression is not acceptable in the target language (*Bahasa Indonesia*).

2. The Factors of the Occurrence of Category Shifts in the *Bahasa Indonesia* Translation of Agatha Christie's *N or M?*

In the novels *N or M?* and its *Bahasa Indonesia* there are 621 cases where category shifts occur. Here, category shifts occur because there are some factors which trigger the translator to do those shifts. Category shifts are done because there are grammatical rules between the source language and the target language that cannot be ignored. The second factor is that the naturalness is required to make a good translation. To achieve a good translation, the translator must translate the source language as naturally as possible so it can be acceptable to the target language readers. The third factor which triggers the occurrence of category shifts is that the importance of delivering message by clarifying the meaning so it can be understood by the readers of the target language

a. The Different Grammatical Rule Between the Source Language and the Target Language

In translating the source language into the target language, the grammatical rule cannot be ignored. Since every language has its own

structures, clauses, and systems, then grammatical differences occur between the source language and the target language. As stated by Larsson (1984:3) translation is transferring the meaning of the source language into the target language. It is only the meaning that is being transferred. The meaning should not change, only the form may change. This factor triggers the occurrence of category shift in 37 cases out of 621 cases or 5.96%. The following examples show how category shifts occur because of the grammatical rules between the source language and the target language:

- 1) SL: They don't want people of **my age** for nursing. (6)

TL: *Mere kata kuma menerima orang **seumurku** sebagai perawat.* (6)

The example above shows that a category shift occurs because there is a different grammatical rule between the source language and the target language. In the source language, the rule of possessive word 'my' must be placed before noun 'age'. However, in the target language, the possessive word 'aku' which becomes a morpheme '-ku' is placed after the noun. This different grammatical rule triggers structure shift and unit shift.

- 2) SL: **His father** got into trouble for criticizing the Nazi regime. (75)

TL: ***Ayahnya** celakakarenamengkritik Nazi.* (75)

The shift occurs because the translator is dictated by grammar. The pattern of the noun phrase in the SL is MH (Modifier + Head), but the pattern of the noun phrase in the TL is HQ (Head + Qualifier). The modifier in the SL that comes before the head becomes a qualifier in the TL that comes after

head. Therefore, the realization of 'His father, got into trouble for criticizing the Nazi regime,' in the TL is 'Ayahnya, celakakarenamengkritik Nazi,' by this shift, the realization is natural because if there is no shift the realization will be '*nya ayah*'. This expression is unnatural in the TL and not appropriate with the grammatical system of *Bahasa Indonesia*.

3) SL: His voice was hoarse and unnatural. (314)

TL: Suaranya serak. (314)

The example above shows that a category shift occurs because there is a different grammatical rule between the source language and the target language. In the source language, the rule of possessive word '*his*' must be placed before noun '*voice*'. However, in the target language, the possessive word '*dia*' which becomes a morpheme '*-nya*' is placed after the noun. This different grammatical rule triggers structure shift and unit shift.

b. The Necessity to Get a Natural Translation

The naturalness in translation is important to get a good translation. In order to get a good translation, a translator should not translate the source language into the target language literally and it triggers the occurrence of category shifts. This factor occurs in 547 times or 88.08%. The following examples show how category shifts occur because of the necessity to get naturalness in translation.

1) SL: Talks too much. (105)

TL: Bicaraterlalubanyak. (105)

There is an intra-system shift in the example above. A plural noun ‘*talks*’ is realized into a singular noun ‘*bicara*’. This shift happens because of the differences in the grammatical system between both languages. If there is no shift, the realization of the SL expression will be ‘*bicarabicaraterlalubanyak?*’ This expression is less natural and not acceptable in the TL. Therefore, the translator does the shift to get naturalness and acceptable in the target language.

- 2) SL: Tuppence transferred her own powder and lipstick and **stood up**, prepared to set out (590)

TL:

*Tuppence menggantinya dengan bedaknya sendiri dan memasukkan lipstiknya, dan **berdiri** siap berangkat.* (590)

The example above shows a category shift because of the necessity to get a natural translation. The translator does not translate the group ‘*stood up*’ literally. If the group ‘*stood up*’ was translated literally, then it would be ‘*berdirinaik*’ which is not natural and unacceptable for the target language. From example, it can be seen that this factor can trigger the occurrence of unit shifts.

- 4) SL: But if you ask me Arthur’s not missing her overmuch – maybe he’s got other **fish** to try. (211)

TL: *Bahkan mungkin dia sudah punya **pacar** baru.* (211)

The example above, the translator did not translate the actual meaning from the SL. If the translator translated the actual meaning it would be, “*bahkan mungkin dia malah sudah punya ikan baru,*” and this is not what the author meant. The author used an idiom ‘*fish*’ to describe ‘*girlfriend*’ or ‘*pacar*’ in *Bahasa Indonesia* and to get naturalness, the translator use word ‘*pacar*’ instead of ‘*ikan*’.

5) SL: Tuppence’s eyes were very bright and shining as she read and re-read this. (290)

TL: Mata Tuppence bersinar-sinarketikamembacasuratituberkali-kali. (290)

There is an intra-system shift in the example above. A plural noun ‘*eyes*’ is realized into a singular noun ‘*mata*’. This shift happens because of the differences of grammatical system between both languages. If there is no shift, the realization of the SL expression will be ‘*Mata mata Tuppence bersinar-sinarketikamembacasuratituberkali-kali.*’ This expression is less natural and not acceptable in the TL. Therefore, the translator does the shift to get naturalness and acceptable in the target language.

c. The Importance of Delivering Message by Clarifying the Meaning

Meaning is very important in translation. Larsson (1984:1) explains that translator not only studies and analyzes the form of the SL, but also reconstructs the meaning of the SL using the form that appropriate in target

language in order to produce a good translation. The message of the source language can be delivered well into the target language if the meaning is can be understood by the readers of the target language. Sometimes, the translator adjusts the meaning, whether adding or reducing, in order to clarify the message so the readers of the target language can understand and it triggers the occurrence of category shifts. This factor occurs 37 cases out of 621 cases or 5.96%.

1) SL: He's quite old. Lives in Scotland and **fishes**. (14)

TL: *Diasudahtua. Tinggal di Skotlandiadan***asyikmemancing**. (14)

The example above shows that a unit shift occurs. The unit shift occurs when a word '*fishes*' in the source language is translated into a clause '*asyikmemancing*' in the target language. It can be seen that the translator does shift to deliver the message by adding some information in the meaning of '*fishes*' so the meaning is clarified and the readers of the target language can understand the meaning clearly.

2) SL: **Dessert**, consisting of some under-ripe bananas and some tired oranges. (219)

TL: **Hidanganpencucimulut***terdiri atas pisang yang masihagakmentahdanbeberapa jeruk kisut*. (219)

From the example above, a unit shift occurs between the source language and the target language. A word '*dessert*' in the source language is translated into a clause '*hidanganpencucimulut*'. The translator clarifies the

meaning by adding further information into it so the message is delivered well and the readers of the target language can clearly understand.

3) SL: Englishmen with **brains** and **breeding** and courage. (601)

TL: *Orang-orang Inggris***yang punyaotak, yang punyakeberanian***danberkualitas.* (601)

This example is a unit shift from lower rank or word 'brains' and 'breeding' into higher rank or clause 'yang punyaotak' and 'yang punyakeberanian'. This is aims to clarify the meaning. If the expression is translated literally into 'Orang-orang Inggrisotak, keberaniandanberkualitas', it is unnatural and ineffective. Moreover, it is less appropriate in the TL. Consequently, the translator does shift in order that the message of the SL is appropriate and the meaning is easily too understood by the reader.

3. The Different Degrees of Meaning Equivalence

The occurrence of category shifts in translation may influence the degree of meaning equivalence. It can be complete, increased and decreased meaning. Complete meaning means that the translation result does not change the meaning equivalence. The translator did not improve or omit the meaning. In other words, the translator re-expressed the meaning exactly the same as the ST. Increased meaning means that the translator re-expressed all meaning and add something to the meaning so that the meaning become clearer. Meanwhile, decreased meaning means that the translator did omit the

meaning. There is part of the expression in the SL which is not re-expressed in the TL.

The influences of category shift on meaning transfer in term of complete, increased and decreased meaning are discussed below.

a. Equivalent Meaning

1) Complete Meaning

Complete meaning means that the information of the SL is exactly transferred in the TL. There is no addition or omission the information delivered by the SL. Examples of the complete meaning are presented below.

- a) SL: She added that she had heard they wanted someone **to scrub down** the First-Aid Post floors. (46)

TL: *Iabahkan bercerita bahwa pos*

PPPK

*memerlukan tenaga untuk **membersihkan** lantai (46)*

The translator re-expressed “to scrub down” into “membersihkan” in the TL. The translator kept the language simple and acceptable in the TL.

- b) SL: Mrs Perenna’s **eyes** flashed. (577)

TL: **Mata** Mrs. Perenna berkilat. (577)

In this case, the translator did not change the meaning. The translator kept the meaning of ‘eyes’ into ‘mata’ instead of ‘mata-mata’ to make the translation acceptable in the TL.

c) SL: Wonderful **what a first class actor** could get away with. (549)

TL: *Memang Haydock benar-benar aktor yang **baik***. (549)

The translator used the expression “*baik*” because it was more effective and acceptable in *Bahasa Indonesia* than “*aktornomorsatu yang baik*”. This shift, however, does not change the meaning equivalence.

2) Increased Meaning

Increased meaning occurs when there is additional information in the target language in which the information is not found in the source language. It aims to clarify the meaning of the source language. The following are examples of increased meaning.

a) SL: Tommy **stared**. (25)

TL: Tommy **memandang tidak mengerti**. (25)

In this case, the translator re-expressed the word “*stared*” to a clause “*memandang tidak mengerti*”. The translator gave detailed information what the word “*stared*” refers to.

b) SL: She came out **smiling** and walked slowly homewards, stopping on the way to purchase some knitting wool. (253)

TL: *Diakemudian keluar **dengan bibir tersenyum**, dan sebelum kembali, ia singgah dulu di took untuk membelikan wol*. (253)

The translator re-expressed the word ‘*smiling*’ into ‘*dengan bibir tersenyum*’. The translator gave the detail in the translation

to enhance the word ‘*dengan bibir tersenyum*’ instead of only ‘*tersenyum*’ to make the translation more acceptable and understandable for the readers.

c) SL: “So she’s still your **selection** for M? (460)

TL: “*Jadika masih memilihnya **sebagai orang yang punyakemungkinan** sebagai M? (460)*

In this case, the translator translated and explained the word ‘*selection*’ into ‘*sebagai orang yang punyakemungkinan*’ to tell again the readers about the story and the situation that happened in the story. If the translator translated the actual meaning about the word ‘*selection*’, it would make the readers confused because it will be translated to be ‘*Jadika masih memilihnya seleksi untuk M?*’

d) SL: Appledore, the perfect servant, had **blundered**. (499)

TL: *Appledore, pelayan yang sempurna tadi ternyata **membuat kesalahan tolol**. (499)*

In this case, the translator re-expressed the word “*blundered*” to a clause “*membuat kesalahan tolol*”. The translator gave detailed information what the word “*blundered*” referred to.

3) Decreased Meaning

Decreased meanings occur when the translator omits some information that appears in the source language. The following are examples of the decreased meaning.

- a) SL: He squared his shoulders, affixed a resolute **smile to his face** and walk into the sitting room. (2)

TL: *Iamenegakkanbahu, menyunggingkansenyumlalumelangkahkeruangduduk.* (2)

In the example above, the translator re-expressed “*smile to his face*” into “*senyum*”. If the expression is translated literally, it will be translated “*seyumpadawajahnya*”. The absence of the word “*padawajahnya*” makes the meaning in the target language decreased and more acceptable for the readers.

- b) SL: Tommy said **gloomily** (7)

TL: *Tommy berkata***sedih** (36)

In the example above, the translator re-expressed the word “*gloomily*” into a word “*sedih*”. If the expression is translated literally, it will be translated “*dengansedih*”. The absence of the word “*dengan*” makes the meaning in the target language decreased.

- c) SL: **It was quite simple.** (84)

TL: **Gampang.** (84)

In the example above, the translator re-expressed “*it was quite simple*” into “*gampang*” in the target language. It should be translated literally into “*itusangatgampang*”. This is an example of optional translation. “*It was quite simple*” equal with “*simple*” which is translated into “*gampang*”.

d) SL: **After a minute or two** she said. (457)

TL: **Sesaat** kemudianiaberkata. (457)

In the example above, the translator translated the source language ‘*after a minute or two*’ into ‘*sesaat*’ in the target language. Instead of translating ‘*after a minute or two*’ into ‘*setelahsemenitatauaminit*’ the translator select ‘*sesaat*’ which is more acceptable and understandable by the readers.

b. Non Equivalent Meaning

1) No Meaning

No meaning occurs when translators eliminate all of the information found in the source language text so that the target language text loses all of the information content of the source language text. The following are examples of no meaning.

a) SL: Why Douglas, **I should like to know.**(71)

TL: *Kenapa Douglas?* (71)

In the example above, the clause ‘*I should like to know*’ was not translated by the translator. It occurred when the translator thought that was not necessary to translate the entire sentence and only translated the important one.

b) SL: He was working on decontamination **problems.**(279)

TL: *Diasedangmenyelidiki***problem***dekontaminasi.* (279)

In the example above, the translator did not translate the word problem with correct language. The word ‘*problem*’ can be translated into ‘*masalah*’ in *Bahasa Indonesia* but the translator just kept the word ‘*problem*’ without translating it.

2) Different Meaning

Different meaning occurs when translators change the information contained in the source language text by using words that have different meaning in the target language. The following are examples of the different meaning.

- a) SL: But I still think, Tommy, that I could **hold my own** with Deborah. (9)

TL: *Tapi, Tom, akumerasamasihbisa **melakukan**sesuatu.* (9)

In the case above, the translator translated ‘*hold my own*’ into ‘*melakukan*’ and the correct translation is ‘*menahanpunyaku*’. The translator made some different translation from the real meaning to make the readers not confused about the story that was retold by the translator.

- b) SL: Do be careful, Tommy, people go quer doing that and can’t sleep and walk about all night groaning and repeating 978345286 or something like that and finally have nervous breakdown and go into **homes**.(41)

TL: *Hati-hati Tommy.*

Orangbisajadianehdansintingkarenapekerjaansepertiitu.Merekata

kbiastidurdanberjalanmalam-malamsambilmengulang-ulang

978345286

atausemacamnya.Akhirnyamerekajadigiladanmasukrumahsakit.”

In the case above, the word ‘homes’ is translated into ‘*rumahsakit*’. In the dictionary, the word ‘homes’ means ‘*rumah*’ and ‘*rumahsakit*’ means ‘*hospital*’. However, in order to make the readers understand about the story, the translator translated ‘homes’ into ‘*rumahsakit*’.

From the discussion above, the translation result of the novels *N or M?* has a good quality. The translator did this job well, because the translator maintained the messages of the SL text. The messages are transferred as equally as possible in the TL. Although there are increased and decreased meaning, on whole, they do not influence the original messages. In addition, the occurrences of increased and decreased meanings are aimed at keeping the sense of the novels. In conclusion, the result of the translation sounds natural in the TL.

The occurring category shifts in the English – *Bahasa Indonesia* translation of *Agatha Christie’s N or M?* make the translation result accurate and natural in the TL. By shifts, the translation result uses natural forms of the TL and messages of the SL can be transferred as exactly as possible. In addition, the readers can understand the messages of the SL easily.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

After analyzing the data from the novel of Agatha Christie's *N or M?* translated by Mareta into the title *N atau M?*, some conclusions can be drawn as follows:

1. Types of category shifts that occurred in the English – *Bahasa Indonesia* translation of the *N or M?* novel are structure shifts, unit shifts classified into upward and downward shifts, class shifts, and intra-system shifts. There are 654 occurrences of category shifts, consisting of structure shifts, unit shifts, class shifts, and intra-system shifts. The occurrences of structure shift are 43 cases or 6.55%. Unit shifts consisting of upward and downward shifts. Upward shift occurs in 22 cases or 4.29% and the occurrences of downward shift are 430 cases or 64.78%. The occurrences of unit shift are 452 cases or 69.07%. The occurrences of class shift are 51 cases or 7.77%. The occurrences of intra-system shift are 108 cases or 16.61%.
2. The occurrences of category shifts in the English - *Bahasa Indonesia* novels entitled *N or M?* because of some factors. The first factor is that the grammatical systems of the SL and the TL are different, so the translator is dictated by the grammar. It means that shift is aims to get

naturalness. The second factor is the necessity to get a natural translation. The third factor is the importance of delivering message by clarifying the meaning.

3. The effect of category shift in English – *Bahasa Indonesia* translation may change the degree of meaning equivalence in the TL. The equivalence degrees involve complete, increased and decreased meanings. However, in this novel of *N or M?*, complete meaning has the highest frequency of occurrence that is 445 cases out of 621 or 71.65%. This shows that the translation maintains the message of the SL. Followed by increased meaning which occurs in 10 cases out of 621 cases or 1.62%. It implies that the translation does not do much addition of information in the TL. Decreased meaning with 105 occurrences or 16.90%. No meaning occurs in 8 cases out of 621 cases or 1.29%, and different meaning occurs in 53 times out of 621 cases or 8.54%.

The occurring shifts in the translation can make the product of translation more accurate, natural, and communicative. By shifts, the translation uses natural forms of the TL and the messages of the SL can be conveyed as equivalence as possibly.

B. SUGGESTIONS

1. In relation to translation work, the complete meaning should be given priority since meaning is the main concern in doing translation. Some

addition and omission should be reviewed by the translator whether they are significantly needed or not.

2. A translator may use some translation methods, such as shifts in order that his or her translation result is natural and acceptable in the TL. The translator, however, must transfer the meaning as accurately as possible. He or she has to comprehend both the SL and the TL, including the grammatical system as well as the culture.

3. To students of translation concentration.

They have to comprehend both the SL and the TL, including the grammatical system as well as the culture.

4. To other researchers

For other researchers, there are a lot of aspects of translation, especially in novels, which is interesting to be analyzed, such as omission or deletion, meaning shifts, etc.

References

- Baker, M. 1992. *In Others Words: A Coursebook on Translation*. London: Routledge.
- Baker, M. 1998. *Routledge Encyclopedia of Translation Studies*. London: Routledge.
- Basnett, S. 2002. *Translation Studies*. London and New York: Routledge.
- Bell, R.T. 1991. *Translation and Translating: Theory and Practice*. New York: Longman.
- Bielsa, E. & Bassnett, S. 2009. *Translation in Global News*. New York: Routledge.
- Catford, John C. 1965. *A Linguistic Theory of Translation: an Essay on Applied Linguistics*, London: Oxford University Press.
- Cobley, P. 2001. *Semiotics and Linguistics*. New York: Routledge.
- Cruze, Alan D. 2000. *Meaning in Language: An Introduction to Semantic and Pragmatics*. New York: Oxford University Press.
- Cutter, Martha J. 2005. *Language Diversity*. Chapel Hill: The University of North Carolina Press.
- Halliday, M.A.K. 1985. *An Introduction to Functional Grammar*. London: Edward Arnold.
- Hornby, A.S. 2000. *Oxford Advanced Learner's Dictionary*. London: Oxford University Press.
- Kuhiwczak, P. & Littau, K. 2007. *A Companion to Translation Studies*. Toronto: Multi lingual matters Ltd.
- Machali, R. 2009. *Pedoman Bagi Penerjemah*. Bandung: Penerbit Kaifa.
- Moleong, I.J. 2001. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya
- Munday, J. 2008. *Introducing Translation Studies: Theories and Applications*, 2. New York: Routledge.
- Nababan, R. 1999. *Teori Menerjemahkan Bahasa Inggris*. Yogyakarta: Pustaka Pelajar.
- Nida, Eugene Albert. (1964) *Toward a Science of Translation*. Leiden: Brill.

- Nord, C. 2005. Text Analysis in Translation: *Theory, Methodology, and Didactic Application of a Model for Translation-Oriented Text analysis*. New York: Editions Rodopi B.V.
- Sibarani, Robert. 2002. *An Introduction to Morphology*. Medan: Penerbit Poda.
- Venuti, L. 2000. *The Translation Studies Readers*. New York: Routledge.

No	SL	TL	Category Shift				Factors	Meaning Equivalence					
			Structure Shift	Unit shift		Class shift		Intra system shift	E			N E	
				U W	D W				C M	I M	D M	N M	Diff
1	He squared his shoulders, affixed a resolute smile to his face and walk into the sitting room. (p 1)	Ia menegakkan bahu, menyunggingkan senyum lalu melangkah ke ruang duduk. (p 5)			√			B					√
2	He squared his shoulders, affixed a resolute smile to his face and walk into the sitting room. (p 1)	Ia menegakkan bahu, menyunggingkan senyum lalu melangkah ke ruang duduk. (p 5)			√			B			√		
3	It was the spring of 1940. (p 1)	Saat itu musim semi 1940. (p 5)		√				C	√				
4	Mrs Beresford gave him a quick glance (p 1)	Mrs Beresford melirik suaminya. (p 5)			√	√		B			√		
5	She said after a minute or two . (p 1)	Sesaat kemudian , ia berkata. (p 5)			√			B					√
6	They dont want people of my age for nursing. (p 1)	Mereka tak mau menerima orang seumurku sebagai perawat.(p 6)	√					A	√				
7	Tommy said gloomily . (p1)	Tommy berkata sedih . (p7)				√		B			√		
8	Tommy said consolingly . (p 1)	Tommy menghibur . (p 7)				√		B			√		
9	But I still think, Tommy, that I could hold my own with Deborah.(p 1)	Tapi, Tom, aku merasa masih bisa melakukan sesuatu. (p 7)			√			B					√
10	Daughters can be very trying. Especially when they will be so kind to	Anak perempuan memang menjengkelkan. Lebih-lebih kalau mereka		√			√	B	√				

	you. (p 2)	sengaja bersikap manis. (p 7)												
11	Daughters can be very trying. Especially when they so kind to you. (p2)	Anak perempuan memang menjengkelkan. Lebih-lebih kalau mereka sengaja bersikap manis . (p 7)		√				C	√					
12	Tuppence gave a snort of rage , tossed her glossy dark head, and sent her ball of khaki woll spinning from her lap. (p 2)	Tuppence jadi marah . Ia mengibaskan rambut hitamnya dan membiarkan gulungan wolnya menggelinding dari pangkuan. (p 8)			√			B			√			
13	Now, dry up , darling. All this does no good. (p 2)	Sudahlah, tenang-tenang . Semua itu tak ada gunanya. (p 8)	√					B						√
14	He's quite old. Lives in Scotland and fishes . (p 2)	Dia sudah tua. Tinggal di Skotlandia dan asyik memancing . (p 8)	√	√				C	√					
15	Tuppence said wistfully . (p 2)	Tuppence berkata kesal . (p 8)				√		B			√			
16	She sighed . she said. (p 2)	Dia menarik nafas panjang , dan berkata. (p 9)		√				C	√					
17	Presently Tuppence left the room. She returned a few minutes later with the sherry and some glasses. (p 3)	Kemudian Tuppence masuk ke dapur dan kembali dengan sheery dan tiga gelas kosong. (p 10)			√			B			√			
18	The only things I suggest are rather stodgy, I'm afraid. Office work, filling paper. That sort of thing .	Pekerjaan yang saya tawarkan agak membosankan. Kerja kantor, memfile			√			B	√					

	(p 3)	dokumen. Semacam itu. (p 10)											
19	The telephone rang. Tuppence picked up the receiver. (p 3)	Telepon berdering. Tuppence mengangkatnya. (p 11)			√			A			√		
20	She's fallen and twisted her ankle and there's no one with her but her little girl, so I must go round and fix up things for her and get hold of someone to come in and look after her. Do forgive me. (p 3)	Dia jatuh dan kakinya terkilir. Tak ada siapa-siapa kecuali anaknya yang kecil. Jadi saya harus kesana menyiapkan keperluannya dan mencari seseorang untuk menemani dan merawatnya. Maaf. (p 11)			√			B	√				
21	She's fallen and twisted her ankle and there's no one with her but her little girl, so I must go round and fix up things for her and get hold of someone to come in and look after her. Do forgive me. (p 3)	Dia terjatuh dan kakinya terkilir. Tak ada siapa-siapa kecuali anaknya yang kecil. Jadi saya harus kesana menyiapkan keperluannya dan mencari seseorang untuk menemani dan merawatnya. Maaf. (p)			√			B	√				
22	She's fallen and twisted her ankle and there's no one with her but her little girl, so I must go round and fix up things for her and get hold of someone to come in and look after her. Do forgive me. (p 3)	Dia terjatuh dan kakinya terkilir. Tak ada siapa-siapa kecuali anaknya yang kecil. Jadi saya harus kesana menyiapkan keperluannya dan mencari seseorang untuk menemani dan merawatnya. Maaf. (p)				√		B	√				

23	She's fallen and twisted her ankle and there's no one with her but her little girl, so I must go round and fix up things for her and get hold of someone to come in and look after her. Do forgive me. (p 3)	Dia terjatuh dan kakinya terkilir. Tak ada siapa-siapa kecuali anaknya yang kecil. Jadi saya harus kesana menyiapkan keperluannya dan mencari seseorang untuk menemani dan merawatnya. Maaf. (p 11)			√			B			√		
24	Then he said: "In a way, you know, your wife's being called away is a fortunate occurrence. It will save time." (p 3)	Kemudian ia berkata, "Sebenarnya ada baiknya juga kepergian istrinya. Ini akan menghemat waktu. (p 11)			√			B			√		
25	Tommy stared. (p 3)	Tommy memandang tidak mengerti. (p 11)		√				C		√			
26	Tommy said helplessly, his pleasant face perplexed. (p 4)	Tommy berkata lemas, dan wajahnya yang menyenangkan kelihatan bingung. (p 14)		√				C		√			
27	What do you say – will you take it on? (p 5)	Bagaimana – bersedia? (p 15)			√			B	√				
28	" Take it on? You be I'll take it on. Though I can't see how I can be any of use. I'm just a blasted amateur. (p 5)	Bersedia? Lebih dari itu. Walaupun saya belum melihat apa yang bisa saya lakukan. Saya hanya amatiran. (p 15)			√			B	√				
29	"Take it on? You be I'll take it on. Though I can't see how I can be any of use. I'm just a blasted amateur. (p 5)	Bersedia? Lebih dari itu. Walaupun saya belum melihat apa yang bisa saya lakukan. Saya hanya amatiran. (p 15)			√			B		√			

30	Yes, Died in St. Bridget's Hospital last Tuesday. Run down by a lorry – only lived a few hours. (p 5)	Ya, dia meninggal di Rumah Sakit St. Bridget Selasa lalu. Tertabrak truk – dan bertahan beberapa jam saja. (p 15)			√			B	√				
31	Grant said quietly . (p 5)	Grant melanjutkan tenang . (p 15)				√		B			√		
32	Grant said: “ Do You? ” (p 5)	Grant berkata, “ Mengerti? ” (p 17)			√			B	√				
33	“ That is the idea. ” (p 5)	“ Tepat. ” (p 17)			√			B			√		
34	Tommy sighed . (p 6)	Tommy menarik nafas panjang . (p 17)		√				C	√				
35	Tommy considered a minute or two . (p 6)	Tommy diam sejenak . (p 17)			√			B			√		
36	Grant shook his head . (p 6)	Grant menggeleng . (p 18)			√			B			√		
37	Half an hour late, when Tuppence broke in, panting and eager with curiosity , Tommy was alone, whistling in an armchair with a doubtful expression on his face. (p 6)	Setengah jam kemudian, Tuppence masuk dengan terengah-engah dan penuh rasa ingin tahu . Tommy duduk sendiri sambil bersiul dengan wajah ragu-ragu. (p 18)		√				C		√			
38	“Well,” said Tommy with a somewhat doubtful air , “I’ve got a job – of kinds.” (p 6)	“Ya –” kata Tommy ragu-ragu . “Aku dapat pekerjaan – semacam pekerjaan.” (p 18)			√			B			√		
39	Tommy made a suitable grimace . (p 6)	Tommy nyengir . (p 19)			√			B			√		

40	Do be careful, Tommy, people go quer doing that and can't sleep and walk about all night groaning and repeating 978345286 or something like that and finally have nervous breakdown and go into homes. (p 6)	Hati-hati Tommy. Orag bisa jadi aneh dan sinting karena pekerjaan seperti itu. Mereka tak bisa tidur dan berjalan malam-malam sambil mengulang-ulang 978345286 atau semacamnya. Akhirnya mereka jadi gila dan masuk rumah sakit.” (p 19)			√			B					√
41	Do be careful, Tommy, people go quer doing that and can't sleep and walk about all night groaning and repeating 978345286 or something like that and finally have nervous breakdown and go into homes . (p 6)	Hati-hati Tommy. Orag bisa jadi aneh dan sinting karena pekerjaan seperti itu. Mereka tak bisa tidur dan berjalan malam-malam sambil mengulang-ulang 978345286 atau semacamnya. Akhirnya mereka jadi gila dan masuk rumah sakit .” (p 19)			√			A					√
42	“But you feel you ought to go,” murmered Tuppence reminiscently . (p 6)	“Tapi kau merasa harus pergi,” gumam Tuppence. (p 19)			√			B			√		
43	Seizing her Balaclava helmet, she flung it on the ground. (p 7)	Ia menyamar topi Balaclava-nya dan melemparkannya ke lantai. (p 20)			√			B			√		
44	“I hate khaki wool,” said Tuppence “and Navy wool and Air Force blue. I	“Aku tak suka wol militer,” kata Tuppence, “dan wol Angkatan Laut,		√				C	√				

	should like to knit something magenta! " (p 7)	dan biru Angkatan Laut, aku ingin merajut sesuatu yang merah darah. " (p 20)											
45	"It has a fine military sound," said Tommy "Almost a suggestion of Blitzkrieg." (p 7)	Warna yang punya sentuhan militer," kata Tommy. "Seperti Blitzkrieg." (p 20)			√			B				√	
46	She added that she had heard they wanted someone to scrub down the First-Aid Post floors. (p 7)	Ia bahkan bercerita bahwa pos PPPK memerlukan tenaga untuk membersihkan lantai. (p 20)			√			B	√				
47	Tommy departed for Aberdeen three days later. Tuppence saw him off at the station. (p 7)	Tommy berangkat ke Aerdeen tiga hari kemudian. Tuppece mengantarnya sampai ke stasiun. (p 20)			√			B					√
48	He pulled himself together with an effort. Orders were orders. (p 7)	Ia menabahkan hati. Perintah adalah perintah. (p 20)				√		B	√				
49	Having duly arrived in Scotland, he took a train the next day to Manchester. (p 7)	Sesampainya di Skotlandia, keesokan paginya ia naik kereta api ke Manchester. (p 20)			√			B			√		
50	Here he went to the principal hotel and on the following day made a tour of various private hotels an guest houses, seeing rooms and inquiring terms for a long stay. (p 7)	Tommy menginap di hotel besar, dan keesokan harinya ia berjalan-jalan melihat-lihat penginapan kecil dan wisma tamu untuk mencari kamar yang akan ditempatinya				√		B	√				

		cukup lama. (p 20)											
51	Sans Souci was a dark red Victorian villa, set on the side of a hill with a good view over sea from its upper windows . (p 7)	Sans Souci vila tua bergaya Victoria berwarna merah tua. Rumah itu di lereng bukit. Jendela atasnya menghadap ke pemandangan laut yang indah. (p 21)					√	B	√				
52	There was a slight smell of dust and cooking in the hall and the carpet was worn, but it compared quite favourably with some of the other establishments . (p 7)	Karpet di ruangan itu sudah tua dan robek, tapi cukup bagus dibandingkan perabotan beberapa penginapan lainnya. (p 21)					√	B	√				
53	Tommy agreed cautiously . (p 7)	Tommy mengiyakan dengan hati-hati . (p 21)			√	√		C	√				
54	Tommy explained sadly that Miss Meadows was no more . (p 7)	Tommy menjelaskan Miss Meadows sudah wafat . (p 21)			√			B	√				
55	Mrs Perenna clicked her teeth sympathetically and made the proper noises and put on a correct mourning face. (p 7)	Mrs. Perenna mendecakkan lidah penuh simpati, mengeluarkan sedikit suara ribut, dan memasang wajah sedih dengan baik. (p 21)			√			B	√				
56	She was soon talking volubly again. (p 7)	Ia kemudian bicara dengan lancar lagi. (p 21)			√			C	√				
57	A lovely sea view. (p 7)	Menghadap ke pemandangan laut yang indah . (p 22)			√	√		C	√				
58	Still talking, Mrs Perenna	Sambil bicara Mrs Perenna					√	B	√				

	led Tommy upstairs and showed various bedrooms. (p 7)	mengajak Tommy ke atas dan menunjukkan beberapa kamar. (p 22)											
59	..but as Mr Meadows was a relation of Miss Meadows, she would make it half a guinea less. (p 8)	Tapi karena Mr. Meadows saudara Miss Meadows, ia akan memberi keringanan uang sewa. (p 22)			√			B	√				
60	Tommy then beat a retreat with the promise to think it over. (p 8)	Tommy kemudian pamit dan berjanji akan mempertimbangkan tawaran itu. (p 22)			√			B			√		
61	It was finally settled that Mr Meadows should move in in the following day. (p 8)	Akhirnya mereka setuju dan Mr. Meadows akan pindah esok harinya. (p 23)			√			B			√		
62	Mrs Perenna came out into the hall to greet him. (p 8)	MRS Perenna keluar ke ruang besar untuk menyambutnya. (p 23)			√			B	√				
63	“Mr von Deinnim.” A young man, very stiff, fair-haired and blue-eyed, got up and bowed. (p 8)	“Mr von Deinim.” Seorang pemuda berpenampilan kaku, berambut pirang, dan bermata biru, berdiri dan membungkukan badan. (p 23)	√		√			C	√				
64	Tommy held his breath, the room spun round. (p 8)	Tommy menahan nafas. Ruangan itu serasa berputar. (p 23)			√			B	√				
65	Her eyes met his – polite uninterested stranger’s eyes. (p 8)	Matanya menatap Tommy – sopan, mata asing yang tidak tertarik. (p 23)					√	B	√				
66	I hoped he didn't think so	Kuharap dia tidak	√		√			A	√				

	little of me as to believe I would give up that easily. (p 8)	menyepelkan aku dan berharap aku mempercayai kata-katanya dengan mudah. (p 23)											
67	He dared not to let his eyes stray too often in the direction of Mrs Blekensop. (p 8)	Ia tak berani membiarkan matanya melirik Mrs. Blekensop terlalu sering. (p25)			√			B	√				
68	He dared not to let his eyes stray too often in the direction of Mrs Blekensop. (p 8)	Ia tak berani membiarkan matanya melirik Mrs. Blekensop terlalu sering. (p25)					√	B	√				
69	Mayor Bletchley cut in sharply. (p 8)	Mayor Bletchley memotong tajam. (p 26)			√			B	√				
70	Mayor Bletchley cut in sharply . (p 8)	Mayor Bletchley memotong tajam . (p 26)	√					B	√				
71	Why Douglas, I should like to know .(p 8)	Kenapa Douglas? (p 26)						B				√	
72	Mayor Bletchley broke off his narrative and administered a kind of dig in the ribs to Tommy. (p 9)	Mayor Bletchley akhirnya menyudahi ceritanya dengan menohok rusuk Tommy. (p 26)			√			B	√				
73	Mayor Bletchley broke off his narrative and administered a kind of dig in the ribs to Tommy. (p 9)	Mayor Bletchley akhirnya menyudahi ceritanya dengan menohok rusuk Tommy. (p 26)			√			B			√		
74	That fellow who's just gone out . (p 9)	Kau lihat pemuda yang baru keluar itu? (p 26)			√			B	√				
75	His father got into trouble for criticizing the Nazi regime. (p 9)	Ayahnya celaka karena mengkritik rezim Nazi. (p 26)	√					A	√				

75	His father got into trouble for criticizing the Nazi regime. (p 9)	Ayahnya celaka karena mengkritik rezim Nazi. (p 26)			√			B					√
76	Two of his brothers are in concentration camps over there. (p 9)	Dua saudara laki-lakinya ada di kamp konsentrasi di sana. (p 26)				√		B	√				
77	Two of his brothers are in concentration camps over there. (p 9)	Dua saudara laki-lakinya ada di kamp konsentrasi di sana. (p 26)				√		B	√				
78	At this moment Tommy was taken possession of by Mr Cayley who told him at interminable length all about her health. (p 9)	Saat itu Tommy dipaksa mendengarkan Mr. Cayle yang bercerita panjang dan bertele-tele tentang kesehatannya. (p 27)			√			B	√				
79	On the following morning Tommy rose early and strolled down to the front . (p 9)	Esok paginya Tommy bangun pagi-pagi dan keluar . (p 27)			√			B			√		
80	He walked briskly . (p 9)	Dia berlajan cepat . (p 27)			√			B	√				
81	“Good morning” he said pleasantly . (p 9)	“Selamat pagi” katanya ramah . (p 27)			√			B	√				
82	“ It certainly ought to ” said Tommy. (p 9)	“ Pasti ” kata Tommy. (p 27)			√			A			√		
83	It was quite simple . (p 9)	Gampang . (p 27)			√			A			√		
84	“Everything” said Tuppence compacently . (p 9)	“Semuanya” jawab Tuppence puas . (p 28)			√			B	√				
85	Tommy said reproachfully . (p 9)	Tommy berkata kesal . (p 28)			√			B	√				
86	Tommy said gravely . (p 9)	Tommy berkata muram . (p 28)			√			B	√				
87	It seems such an odd	Kedengarannya aneh .			√			B	√				

	name to choose . (p 9)	(p 28)											
88	"I am taking it seriously ." Said Tommy. (p 10)	"Aku bicara serius ." Kata Tommy. (p 31)			√			B	√				
89	"Yes" said Tommy thoughtfully . (p 10)	"Ya" kata Tommy merenung . (p 31)			√			B	√				
90	Tuppence said in a business-like tone . (p 10)	Tuppence berkata tegas . (p 31)			√			B					√
91	Tuppence said softly . (p 11)	Tuppence berbisik . (p 32)	√		√			B	√				
92	The latter peered at him suspiciously and then grunted out. (p 11)	Mayor itu memandangnya curiga dan menggumam. (p 32)			√			B	√				
93	The latter peered at him suspiciously and then grunted out. (p 11)	Mayor itu memandangnya curiga dan menggumam. (p 32)	√					B	√				
94	The latter peered at him suspiciously and then grunted out . (p 11)	Mayor itu memandangnya curiga dan menggumam . (p 32)			√			B	√				
95	God, these young fellows nowadays make me sick . (p 11)	Orang-orang muda sekarang ini menyebalkan . (p 32)			√			B					√
96	Faugh! Makes me sick . (p 11)	Huh. Menyebalkan . (p 33)			√			B					√
97	Tommy shook his head in a melancholy fashion and Major Bletchley, thus encouraged, went on. (p 11)	Tommy menggeleng dengan gaya sedih dan Mayor Bletchley merasa mendapat angin. (p 33)			√			B			√		
98	"It's all this democracy," said Major Bletchley gloomily . (p 11)	"Semua itu karena demokrasi," kata Mayor Bletchley muram . (p 33)	√					B	√				
99	The major interrupted him,	Mayor itu memotong dan			√			B			√		

	shooting a quick sideways glance . (p 11)	melirikinya sekilas . (p 33)											
100	Tommy listened politely . (p 12)	Tommy mendengarkan dengan sopan . (p 34)	√					C	√				
101	Too old. Too old be damned . (p 12)	Terlalu tua. Sialan . (p 34)			√			B			√		
102	“Even of it’s only what not to do?” suggested Tommy with a smile . (p 12)	“Juga pekerjaan lain?” kata Tommy tersenyum . (p 34)			√			B	√				
103	He peered suspiciously at his companion. (p 12)	Ia melirik lawan bicaranya dengan curiga . (p 34)	√					C	√				
104	Talks too much. (p 12)	Bicara terlalu banyak. (p34)					√	B	√				
105	Major Bletchley displayed instant sympathy . (p 12)	Mayor Bletchley menunjukkan simpatinya . (p 35)			√			A			√		
106	“Smug, detesable English ..” (p 12)	“ Orang Inggris , sombong menjijikkan..” (p 35)			√			B	√				
107	Then quickly, he brought his hells together and bowed . (p 12)	Dengan cepat ia membungkuk . (p 36)			√			B			√		
108	Tuppence twittered at him . (p 12)	Tuppence bergumam . (p 36)			√			B	√				
109	Tuppence ran on . (p 12)	Tuppence melanjutkan . (p 36)			√			B	√				
110	So that’s what you are , thought Tuppece, stealing a quick glance at him. (p 13)	Hmm.. begitu , pikir Tuppence sambil melirik pria itu. (p 36)			√			B					√
111	So that’s what you are, thought Tuppece, stealing a quick glance at him.	Hmm.. begitu , pikir Tuppence sambil melirik pria itu. (p 36)			√			B			√		

	(p 13)												
112	I have very little money – no friends . (p 13)	Saya tak punya uang banyak waktu itu dan tak punya teman . (p 36)				√	B	√					
113	“The way he say that – as though he had learned it by heart .” (p 13)	Tuppence berfikir. Cara dia bercerita – seolah-olah telah dihafalnya . (p 37)			√		B	√					
114	Again she stole a quick glance at him. (p 13)	Sekali lagi ia melirik anak muda itu dengan cepat. (p37)			√		B			√			
115	Two men passed them. One of them shot a quick glance at Carl. (p 13)	Dua lelaki melewati mereka. Salah satu memandang Carl. (p 37)			√		B			√			
116	Tuppence saw the colour rise in Carl von Deinim’s cheeks. (p 13)	Tuppence melihat pipi Carl von Deinim memerah . (p 37)			√		C						√
117	Suddenly he lost command of himself . (p 13)	Tiba-tiba ia kehilangan kontrol . (p 37)			√		B	√					
118	“ My dear boy! ” Tuppence reverted suddenly to her real self. (p 13)	“ Nak ” kata Tuppence pada sikap aslinya. (p 37)			√		B	√					
119	He turned his head and stared at her. (p 13)	Carl menoleh memandangnya. (p 37)			√		B	√					
120	He turned his head and stared at her . (p 13)	Carl menoleh memandangnya . (p 37)			√		B	√					
121	She pointed a milky finger at the newcomer, gave her a dazzling smile and observed in gurgling tones: “Ga – Ga Bouch.” (p 14)	Ia menunjuk Tuppence dengan jari belepotan susu, tersenyum , dan berkata, “Ga – Ga – Bukh.” (p 39)			√		B			√			

122	She pointed a milky finger at the newcomer, gave her a dazzling smile and observed in gurgling tones: “Ga – Ga Bouch.” (p 14)	Ia menunjuk Tuppence dengan jari belepotan susu, tersenyum, dan berkata , “Ga – Ga – Bukh.” (p 39)			√			B					√
123	“She likes you,” cried Mrs Sprot, beaming on Tuppence as on one marked out for faour. (p14)	“Dia menyukai anda,” seru Mrs Sprot gembira pada Tuppence. (p 39)			√			B					√
124	“Tis a language of their own they have , the little angels.” Boomed out Mrs O’Rourke. (p14)	“Itu bahasa malaikat-malaikat kecil,” kata Mrs O’Rourke keras. (p 40)			√			B			√		
125	Mrs O’Rourke rose, beamed in a ferocious manner at Betty, and waddled heavily out of the room. (p14)	Mrs O’Rourke berdiri dan mencoba beramah-tamah dengan Betty. Kemudian ia keluar . (p 40)			√			B			√		
125	With her head on one side Betty made a cooing noise at Tuppence. (p14)	Dengan memiringkan kepala Betty memandang dan mengundang Tuppence. (p 40)			√			B			√		
126	Tuppence hastened to adjust matters. (p15)	Dengan cepat ia menghiburnya . (p 41)			√			B			√		
127	“They always like a new face, don’t they?” she said easily. (p15)	“Ah, anak kecil biasanya suka melihat wajah baru, khan?” katanya santai. (p 41)	√					B	√				
128	“And how’s little Miss Bo Peep this morning?” he	“Apa khabar Nona Cilukba kecil?” katanya	√					B	√				

	asked fatuosly . (p15)	tolol . (p 41)											
129	On the sheltered terrace outside, Miss Minton was knitting . (p15)	Di teras yang terlindung, Miss Minton asyik menjahit . (p 42)		√				C	√				
130	Her skirts were tweedy and had a depressed droop at the back. (p15)	Roknya rok lipit yang bagian belakangnya sudah kendur . (p 42)			√			B	√				
131	Miss Minton, flushing with pleasure , displayed it. (p15)	Miss Minton yang merasa gembira , memamerkan hasil karyanya itu. (p 43)			√			B			√		
132	Oh, that was very kind of Miss Minton, but Mrs Blekensop was so stupid, she wasn't really very good at knitting, not at following patterns , that was to say. (p15)	Oh, Miss Minton baik sekali, tapi sayang Mrs Blenkinsop tidak seterampil itu dalam soal rajut-merajut. Ia tidak dapat mengikuti pola . (p 41)					√	B	√				
133	She could only do simple things like Balacava helmets , and even now she was afraid she had gone wrong somewhere. (p15)	Dan hanya bisa membuat rajutan sederhana seperti topi Balacava. (p 43)					√	B	√				
134	"But one feels so terribly, doesn't one, that one must do something ." (p15)	"Tapi saya sekarang terpaksa melakukannya – daripada bengong ." (p 43)			√			B					√
135	"Oh Derek, my darling Derek. Out in the hell and mess – and here I am playing the fool – acting the thing I'm really feeling.." (p15)	Oh Derek – sayangku – mudah-mudahan kau selalu selamat. Dan aku disini main-main seperti orang tolol – tapi aku memang memerankan	√		√			A	√				

		perasaanku yang sebenarnya. (p 44)											
136	Miss Minton nodded with so much vigour that all her bead chains rattled and shook. (p16)	Miss Minton mengangguk-angguk sangat keras hingga manik-manik kalungnya berdencing. (p 44)			√			B	√				
137	Tuppence replied briskly. (p16)	Tuppence menyahut cepat. (p 44)				√		B	√				
138	Mr and Mrs Cayley came out on the terrace, Mr Cayley putting his questions fretfully. (p16)	Mr. Dan Mrs. Cayley keluar ke teras. Mr. Cayley mengajukan pertanyaan dengan cerewet. (p 44)			√			B	√				
139	Mr and Mrs Cayley came out on the terrace, Mr Cayley putting his questions fretfully. (p16)	Mr. Dan Mrs. Cayley keluar ke teras. Mr. Cayley mengajukan pertanyaan dengan cerewet. (p 44)					√	B	√				
140	Mr and Mrs Cayley came out on the terrace, Mr Cayley putting his questions fretfully. (p16)	Mr. Dan Mrs. Cayley keluar ke teras. Mr. Cayley mengajukan pertanyaan dengan cerewet. (p 44)				√		B	√				
141	“Is there a draught? Perhaps it would be better if I moved my chair back into the corner.” (p16)	“Eh, apa ada angin di sini?” katanya. “Sebaiknya saya duduk di sudut saja.” (p 44)			√			B					√
142	Cayley said irritably. (p16)	Mr. Cayley menjawab marah. (p 45)				√		B	√				
143	Attention back to matters of public interest. (p16)	Ia kemudian kembali pada percakapannya tadi. (p 45)			√			C	√				
144	“There Betty,” she said.	“Nah Betty,” katanya,			√			B	√				

	" You dress up Bonzo ready for his walk while Mummy gets ready to go out." (p16)	" Pakaikan baju Bonzo karena dia akan ikut Mana jalan-jalan." (p 46)											
145	Betty looked at her coldly and remarked: "Gluck!" (p17)	Betty memandangnya dingin dan berkata, "Gluck!" (p 46)				√		B	√				
146	Betty looked at her coldly and remarked: "Gluck!" (p17)	Betty memandangnya dingin dan berkata, "Gluck!" (p 46)	√		√			A	√				
147	He said coldly . (p17)	Ia berkata dingin . (p 47)				√		B	√				
148	Mrs Cayley said doubtfully . (p17)	Mrs. Cayley menjawab ragu-ragu . (p 47)				√		B	√				
149	She turned her head . (p17)	Ia menoleh . (p 48)			√			B	√				
150	Mrs Perenna, standing on the terrace, her eyes on the group. (p17)	Mrs Perenna berdiri di teras dan matanya memandang kelompoknya. (p 48)					√	B	√				
151	And something in those eyes scorn, was it? (p17)	Ada sesuatu di matanya – kemarahan? Semacam hinaan. (p 48)					√	B	√				
152	Tommy was establishing the happiest of relationships with Major Bletchley, "Brought down some golf clubs with you, didn't you, Meadows?" (p17)	Tommy sedang menjalin hubungan menyenangkan dengan Mayor Bletchley. "Kaubawa tongkat golf, khan? Tanya Mayor. (p 48)					√	B	√				
153	Tommy was establishing the happiest of	Tommy sedang menjalin hubungan menyenangkan			√			A	√				

	relationships with Major Bletchley, “ Brought down some golf clubs with you, didn’t you, Meadows? (p17)	dengan Mayor Bletchley. “ Kaubawa tongkat golf, khan? Tanya Mayor. (p 48)											
154	Tommy was establishing the happiest of relationships with Major Bletchley, “Brought down some golf clubs with you, didn’t you, Meadows? (p17)	Tommy sedang menjalin hubunganmenyenangkan dengan Mayor Bletchley. “Kaubawa tongkat golf, khan? Tanya Mayor. (p 48)				√	B	√					
155	Tommy said invitingly : “Then you think –“ (p18)	Tommy memancing , “Jadi kau pikir - ? (p 49)	√			√	B	√					
156	“Ah old man, that’s where the artfulness comes in! (p18)	“Ah, disitulah seninya! (p 49)			√		B	√					
157	“What we really need in this country is a with doctor or two,” said Tommy pleasantly . (p18)	“Yang diperlukan negara kita adalah satu atau dua dukun,” kata Tommy dengan suara ringan . (p 50)			√		C	√					
158	“To smell ot the speis,” Tommy explained gravely . (p18)	“Untuk mengendus mata-mata,” jawab Tommy. (p 50)		√			B						√
159	Further conversation was brought to an end . (p18)	Mereka berhenti bicara karena sudah sampai di klub. (p 50)			√		B		√				
160	“So you’re going to keep Bletchley countenance at Sans Souci? (p19)	“Jadi kau akan menemani Bletchley di Sans Souci? (p 51)			√		B	√					
161	Of course he’s a good	Pemuda itu memang			√		B			√			

	looking young chap in his way. (p19)	tampan. (p 51)											
162	It was settled that Tommy and Major Bletchley should come in for drinks on the evening of the following day. (p19)	Mereka memutuskan bertemu esok malamnya. (p 53)			√			B	√				
163	It was settled that Tommy and Major Bletchley should come in for drinkson the evening of the following day. (p19)	Mereka memutuskan bertemu esok malamnya. (p 53)			√			B	√				
164	After lunch was a peaceful time at Sans Souci, Mr Cayley went to have his “rest” with the devoted Mrs Cayley in attendance. (p19)	Setelah makan siang merupakan waktu yang tenang di Sans Souci. Mr Cayley beristirahat dengan Mrs Cayley yang setia. (p53)			√			B	√				
165	After lunch was a peaceful time at Sans Souci, Mr Cayley went to have his “rest” with the devoted Mrs Cayley in attendance. (p19)	Setelah makan siang merupakan waktu yang tenang di Sans Souci. Mr Cayley beristirahat dengan Mrs Cayley yang setia. (p53)			√			B	√				
166	He bought a few cigarettes , stopped at Smith’s to purchase the latest number of Punch, then after a few minutes of apparent irresolution, he entered a bus bearing the legend, “Old Pier” (p19)	Ia membeli beberapa beberapa batang rokok , berhenti di Smith untuk membeli edisi terakhir Punch. Kemudian beberapa menit berpikir, ia masuk ke bus bertuliskan “DERMAGA LAMA”				√		B	√				

		(p53)											
167	He bought a few cigarettes, stopped at Smith's to purchase the latest number of Punch, then after a few minutes of apparent irresolution , he entered a bus bearing the legend, "Old Pier" (p19)	Ia membeli beberapa beberapa batang rokok, berhenti di Smith untuk membeli edisi terakhir Punch. Kemudian beberapa menit berpikir , ia masuk ke bus bertuliskan "DERMAGA LAMA" (p53)			√			B	√				
168	He bought a few cigarettes, stopped at Smith's to purchase the latest number of Punch, then after a few minutes of apparent irresolution, he entered a bus bearing the legend , "Old Pier" (p19)	Ia membeli beberapa beberapa batang rokok, berhenti di Smith untuk membeli edisi terakhir Punch. Kemudian beberapa menit berpikir, ia masuk ke bus bertuliskan "DERMAGA LAMA" (p53)			√			B					√
169	There was no one on it but some children running up and down and screaming in voices that matched quite accurately the screaming of the gulls. (p20)	Tak banyak orang disitu. Hanya ada beberapa anak yang berlari-lari, naik-turun sambil berteriak-teriak seperti burung laut. (p53)			√			B			√		
170	Mr Meadows strolled up to the end and gazed down into the water. (p20)	Mr Meadows menghampirinya dan memandang air di bawahnya. (p53)			√			B					√
171	Mr Meadows strolled up to the end and gazed	Mr Meadows menghampirinya dan			√			A			√		

	down into the water. (p20)	memandang air di bawahnya. (p53)											
172	He said without turning his head. (p20)	Tanpa menoleh , ia bertanya. (p54)			√			B			√		
173	"I'm digging myself in. (p20)	Saya masih mencari. (p54)			√			B	√				
174	"Good. Tell me. " (p20)	"Bagus. Ceritakan. " (p54)			√			B			√		
175	He has, by his own admission, been a good deal in Germany during the last few years. (p20)	Dia pernah bilang sering ke Jerman beberapa tahun terakhir. (p54)					√	B	√				
176	Grant shook his head. (p20)	Grant menggeleng. (p54)			√			B	√				
177	"You've had them more or less vetted , I suppose, sir?" (p20)	"Anda sudah menyelidiki mereka semua, tentunya?" (p55)			√			B	√				
178	Grant sighed – a sharp quick sigh of vexation. (p20)	Grant menarik napas kesal. (p55)			√			B			√		
179	"Master Carl's exactly what he says he his. (p20)	"Mr Carl berkata jujur. (p56)			√			B	√				
180	His work in achemical research lanoratory has been excellent and most helpful on the problem of immunizing certain gases and in general decontamination experiments. (p21)	Von Deinim sendiri menyatakan laboratorium riset kimia memang luar biasa dan ia sangat membantu dalam menangani problem imunisasi terhadap gas-gas tertentu serta experimen umum mengenai dekontaminasi. (p56)					√	B	√				
181	If von Deinim was sent as	Kalau von Deinim dikirim			√			B	√				

	an agent to England, special care would be taken that his recored should be consistent with his own account of himself. (p21)	ke Inggris sebagai agen, mereka pasti teliti dan berhati-hati dengan riwayat hidupnya. (p56)											
182	Sighing , Grant said. (p21)	Sambil menarik napas , Grant berkata. (p56)			√			C	√				
183	You usually like your opposite number you know – even when you’re doing your best to down him. (p21)	Biasanya kita menyukai lawan kita – walaupun dapam keadaan ketika sedang berusaha menekannya. (p57)			√			B	√				
184	“That’s a skunk’s trick.” (p21)	“Itu akal jahat orang yang kurang ajar. ” (p57)			√			C	√				
185	Tommy said incredulously . (p21)	Tommy berkata ragu-ragu . (p57)				√		B	√				
186	Tommy said confidently . (p21)	Tommy berkata pasti . (p57)				√		B	√				
187	The man with the fishing line turned and looked full at his subordinate for a minute or two . (p21)	Laki-laki yang memegang pancing itu menoleh dan memandang bawahannya sejenak . (p58)			√			B	√				
188	Mr Grant made an expressive grimace . (p22)	Mr Grant menyeringai . (p60)			√			B	√				
189	Tell her the department will esteem it an honour if she will condescend to work with us over the matter. (p22)	Katakan padanya, Dinas Rahasia akan menghargai bila dia ikut membantu masalah ini. (p60)			√			B	√				
190	Grant said seriously : (p22)	Grant berkata serius . (p60)				√		B	√				

191	Tommy shook his head. (p22)	Tommy menggeleng. (p60)			√			B	√				
192	Tommy said gravely. (p22)	Tommy berkata muram. (p60)				√		B	√				
193	Tommy said slowly. (p22)	Tommy berkata pelan. (p60)				√		B	√				
194	She greeted Tuppence with a lot of geniality and verse. (p23)	Ia menyapa Tuppence dengan ramah. (p61)			√			B			√		
195	..with the windows open in the way that you'll not be noticing the smell of cooking. (p23)	Kita bisa membuka jendela tanpa mencium bau masakan dari dapur. (p61)					√	B	√				
196	..with the windows open in the way that you'll not be noticing the smell of cooking. (p23)	Kita bisa membuka jendela tanpa mencium bau masakan dari dapur. (p61)			√			B	√				
197	There was something about Mrs O'Rourke that had an unholy fascination for Tuppence. (p23)	Mrs. O'Rourke kelihatan sangat terkesan pada Tuppence. (p62)			√			B	√				
198	With her bulk, her deep voice, her unabashed beard and moustache.. (p23)	Dengan tubuh besar, suara berat, kumis dan jenggot.. (p62)			√			B	√				
199	"Ah, now, don't you be worrying yourself," Mrs O'Rourke advised comfortably. (p23)	"Sudah, sudah, jangan terlalu khawatir," Mrs O'Rourke menghibur. (p62)	√			√		B	√				
200	"Those fine boys of yours will come back to you safe	"Anak-anak Anda akan pulang dengan selamat.			√			B			√		

	and sound. (p23)	(p62)											
201	"I think that's quite justified , don't you?" (p23)	"Itu bisa dimaklumi , khan?" (p62)			√			B	√				
202	Mrs O'Rourke replied promptly. (p23)	Mrs O'Rourke menjawab cepat. (p62)				√		B	√				
203	She broke off. (p23)	Ia diam (p63)			√			B	√				
204	Kate Kelly's the name over the door. (p23)	Namanya Kate Kelly. (p63)						A					
205	Oh, lovely stuff – and I had some good customers. (p24)	Oh, cantik-cantik – dan saya punya pelanggan yang baik-baik. (p63)					√	B	√				
206	Mr Cayley for one, with his muffler and his shawls and his moans about his business going to pieces. (p24)	Misalnya Mr. Cayley dengan syalnya dan keluhannya tentang usahanya yang bangkrut. (p64)	√		√			A	√				
207	Mr Cayley for one, with his muffler and his shawls and his moans about his business going to pieces. (p24)	Misalnya Mr. Cayley dengan syalnya dan keluhannya tentang usahanya yang bangkrut. (p64)	√		√			A	√				
208	Mr Cayley for one, with his muffler and his shawls and his moans about his business going to pieces. (p24)	Misalnya Mr. Cayley dengan syalnya dan keluhannya tentang usahanya yang bangkrut. (p64)			√			B	√				
209	But if you ask me Arthur's not missing her overmuch – maybe he's got other fish to try. (p24)	Bahkan mungkin dia malah sudah punya pacar baru. (p64)			√			B	√				
210	I'm interested in all my	Saya memang tertarik dan					√	B	√				

	fellow creatures . (p24)	suka memerhatikan orang . (p65)											
211	And would you believe it, she held out on me . (p24)	Dan dia bilang , (p65)			√			B	√				
212	Mrs O'Rourke broke off abruptly as Mrs Sprot came in , closely followed by Tommy. (p24)	Mrs O'Rourke berhenti bicara ketika tiba-tiba Mrs. Sprot masuk diikuti Tommy. (p65)			√			B	√				
213	Mrs O'Rourke broke off abruptly as Mrs Sprot came in, closely followed by Tommy. (p24)	Mrs O'Rourke berhenti bicara ketika tiba-tiba Mrs. Sprot masuk diikuti Tommy. (p65)			√			B	√				
214	Mrs O'Rourke eyes were sharp. (p25)	Mata Mrs O'Rourke rupanya tajam sekali. (p66)					√	B	√				
215	With a slightly vexed air . (p25)	Dengan wajah agak kesal , (p66)			√			B	√				
216	Everybody laughed in agreement, and a few minutes later the rest of the party came in and the gong was sounded. (p25)	Semua tertawa setuju. Tak lama kemudian yang lain-lain datang . Gong berbunyi. (p66)			√			B	√				
217	Dessert, consisting of some under-ripe bananas and some tired oranges. (p25)	Hidangan pencuci mulut terdiri atas pisang yang masih agak mentah dan beberapa jeruk kisut. (p67)					√	B	√				
218	Dessert , consisting of some under-ripe bananas and some tired oranges. (p25)	Hidangan pencuci mulut terdiri atas pisang yang masih agak mentah dan beberapa jeruk kisut. (p67)			√			C	√				
219	Dessert, consisting of some under-ripe bananas	Hidangan pencuci mulut terdiri atas pisang yang					√	B	√				

	and some tired oranges. (p25)	masih agak mentah dan beberapa jeruk kisut. (p67)											
220	Everyone rose and adjourned to the lounge for coffee. (p25)	Semua orang berdiri dan berjalan ke ruang duduk untuk minum kopi. (p68)		√				C	√				
221	Tommy looked at her doubtfully. (p25)	Tommy memandangnya ragu-ragu. (p68)				√		B	√				
222	Tommy looked at her doubtfully.(p25)	Tommy memandangnya ragu-ragu. (p68)			√			A	√				
223	Why should one's country mean anything at all? (p26)	Kenapa negara begitu penting? (p68)			√			B	√				
224	"I'm not quite as bad as that, I hope, my dear. " (p26)	"Kuharap aku tak sejelek itu, Nak. " (p69)	√		√			B	√				
225	We lived in Spain for some years. (p26)	Kami tinggal di Spanyol beberapa tahun. (p70)					√	B	√				
226	Tommy nooded his head thoughtfully. (p26)	Tommy mengangguk. (p70)			√			B	√				
227	"Oh." She stood there stricken for a moment. (p26)	"Oh." Sheila berdiri, merasa tertampar. (p71)			√			B	√				
228	Then, turning quickly, she wheeled away into the shadow of the garden. (p26)	Lalu berbalik dengan cepat dan menghilang dalam gelap. (p71)			√			B			√		
229	Then, turning quickly, she wheeled away into the shadow of the garden. (p26)	Lalu berbalik dengan cepat dan menghilang dalam gelap. (p71)			√			B					√
230	Not that he expected to see	Walaupun mereka telah			√			B	√				

Formatted: Indonesian (Indonesia)

	anyone, having ascertained with a fair amount of accuracy where people would be this morning. (p27)	berusaha mencari waktu yang paling tepat untuk pertemuan itu. (p71)											
231	“Yes. M, or not N. She satisfied the requirements. ” (p27)	“Ya. M, bukan N. Dia memenuhi persyaratan. ” (p71)				√	B	√					
232	Has done a good deal of coming and going on the continent. (p27)	Sudah punya pengalaman di Eropa. (p72)			√		B	√					
233	“I suppose it’s really – a question of age. ” (p28)	“Kurasa karena – umur. ” (p73)			√		B			√			
234	Tuppence said sharply. (p28)	Tuppence berkata tajam. (p73)				√	B	√					
235	“That’s it. In the last war I was scared every now and then – and had some pretty close shaves , and went through hell once or twice. (p28)	“Itulah. Dalam perang yang lalu aku ketakutan, kadang-kadang menyerempet bahaya. (p74)			√		B	√					
236	“That’s it. In the last war I was scared every now and then – and had some pretty close shaves, and went through hell once or twice. (p28)	“Itulah. Dalam perang yang lalu aku ketakutan, kadang-kadang menyerempet bahaya. (p74)			√		B	√					
237	Tuppence said slowly. (p28)	Tuppence berkata pelan. (p76)				√	B	√					
238	He’s definitely your chicken. (p28)	Dia urusanmu. (p76)	√		√		B	√					
239	“I’ve tried a few	“Aku sudah mengadakan				√	B	√					

	experiments on Bletchley,” said Tommy. (p29)	beberapa percobaan pada Bletchley,” kata Tommy. (p76)											
240	I’ve got some experiments in mind myself. (p29)	Aku sedang memikirkan eksperimen juga. (p76)					√	B	√				
241	“Well – just gentle ordinary little traps – about dates and places – all that sort of thing.” (p29)	“Ah, perangkap kecil biasa – tanggal dan tempat seperti itulah.” (p76)					√	B	√				
242	“Well – just gentle ordinary little traps – about dates and places – all that sort of thing.” (p29)	“Ah, perangkap kecil biasa – tanggal dan tempat seperti itulah.” (p76)					√	B	√				
243	“Could you condescend from the general to the particular? ” (p29)	“Bisa kau jelaskan lebih detail? ” (p76)			√			B	√				
244	Check up on the answers . (p29)	Kita cocokkan jawabannya . (p76)					√	B	√				
245	I mention the names of one or two. (p29)	Kusebutkan beberapa nama. (p76)	√		√			A	√				
246	I mention the names of one or two. (p29)	Kusebutkan beberapa nama . (p76)					√	B	√				
247	“And so far he hasn’t slipped up in any way? ” (p29)	“Dan sejauh ini dia belum terpeleset? ” (p76)			√			B	√				
248	“I’ll tell you some of my ideas .” (p29)	“Sekarang aku mau cerita ,” (p77)			√			B	√				
249	She bought stamps . (p29)	Dia membeli beberapa prangko . (p77)					√	B	√				
250	She came out smiling and walked slowly	Dia kemudian keluar dengan bibir tersenyum,			√			B	√				

	homewards, stopping on the way to purchase some knitting wool. (p29)	dan sebelum kembali, ia singgah dulu di toko untuk membeli benang wol. (p77)											
251	She came out smiling and walked slowly homewards, stopping on the way to purchase some knitting wool. (p29)	Dia kemudian keluar dengan bibir tersenyum , dan sebelum kembali, ia singgah dulu di toko untuk membeli benang wol. (p77)		√				C		√			
252	She came out smiling and walked slowly homewards, stopping on the way to purchase some knitting wool. (p29)	Dia kemudian keluar dengan bibir tersenyum, dan sebelum kembali, ia singgah dulu di toko untuk membeli benang wol. (p77)			√			B	√				
253	Just for a minute. (p30)	Sesaat. (p79)			√			B	√				
254	Tuppece shook her head. (p30)	Tuppence menggeleng. (p79)			√			B	√				
255	But the strange woman made a quick gesture of refusal. (p30)	Tapi wanita aneh itu memberi isyarat penolakan dengan cepat. (p79)			√			B	√				
256	If there had been only a little more to the conversation. (p31)	Kalau saja percakapan itu lebih panjang. (p81)			√			B			√		
257	Tuppence murmured something about having had a pleasant walk and moved to the staircase. (p31)	Tuppence mengumumkan jawaban bahwa dia baru saja jalan-jalan. (p81)			√			B	√				
258	Mrs Perena had turned	Mrs Perenna berbelok ke			√			B	√				

	away to the door that led into kitchen. (p31)	pintu yang menuju dapur. (p83)											
259	“Stick to facts , Mrs Blenkinsop,” said Tuppenmce sternly. (p32)	“Tetap berpegang pada fakta yang ada, Mrs Blenkinsop,” kata Tuppence pada dirinya sendiri. (p84)				√	B	√					
260	Commander Haydock turned out to be a most genial host. (p32)	Komandan Haydock ternyata tuan rumah yang ramah. (p85)			√		B	√					
261	No, a firm from London, so it was said – but a lot of the men who came down were foreigners. (p32)	Katabta sebuah perusahaan di London – tapi yang datang kemari orang asing. (p86)			√		B	√					
262	Made a positive nuisance of myself pestering the police. (p33)	Ribut dengan polisi. (p87)			√		B	√					
263	Major Bletchley said explosively . (p33)	Mayor Bletchley meledak . (p87)				√	B	√					
264	“ All a lot of blah! ” (p33)	Goblok! (p87)			√		B						√
265	“Stout fellow,” said Bletchley appreciatively . (p33)	“Dan akhirnya,” lanjut Komandan, “ada juga yang mendengar .” (p88)				√	B	√					
266	His fellows began to nose around. (p33)	Anak buahnya mulai menyelidiki. (p88)	√				A	√					
267	His fellowsbegan to nose around . (p33)	Anak buahnya mulai menyelidiki . (p88)			√		B						√
268	They found a wireless transmitter and some pretty damaging documents . (p33)	Mereka menemukan pemancar-pemancar radio – dan beberapa dokumen yang cukup penting. (p88)				√	B	√					
269	“End of the story was I	“akhirnya aku membeli			√		B	√					

	bought the place when it came into the market, ” (p33)	tempat ini ketika dijual, ” (p88)											
270	Haydock pointed out enthusiastically how it could have been used. (p33)	Haydock menunjukkan betapa besar kegunaan semuanya itu bagi musuh. (p89)			√			B	√				
271	Tommy assented with a smile. (p33)	Tommy hanya tersenyum. (p89)			√			B	√				
272	The conversation then turning to Major Bletchley’s own succesful unmasking of a dishonest bearer in 1923. (p34)	Percakapan mereka berbelok pada keberhasilan Mayor Bletchley membuka kedok seorang penipu. (p89)			√			B	√				
273	Once the German Army was established in control of the channel ports in France and Belgium, (p34)	Apabila pasukan Jerman sudah menguasai pos-pos penting di Prancis dan Belgia. (p91)			√			B	√				
274	...and things were certainly going very badly in France at the moment. (p34)	Dan situasi di Prancis saat itu memang memburuk. (p91)					√	B	√				
275	For the landing of troop-carrying airplanes or of parachute troops. (p34)	Cocok untuk tempat landing pesawat dengan pasukan parasutnya. (p92)					√	B	√				
276	He might have accomplished what had been his task. (p35)	Dia mungkin telah menyelesaikan tugasnya. (p92)			√			B	√				
277	He was working on decontamination problems. (p35)	Dia sedang menyelidiki problem dekontaminasi.(p92)					√	B				√	

278	“Oh! We have our methods ,” she said archly. (p35)	“Oh! Kami punya cara ,” katanya sombong. (p93)				√	B	√				
279	“Oh! We have our methods,” she said archly . (p35)	“Oh! Kami punya cara,” katanya sombong . (p93)			√		B	√				
280	“ You’ll excuse me , Mrs Blenkinsop. (p35)	“ Maaf , Mrs Blenkinsop. (p94)			√		B	√				
281	Movements of troops and air squadrons are just what the Germans want to know. (p35)	Gerakan pasukan udaralah yang ingin diketahui Jerman. (p94)				√	B	√				
282	Movements of troops and air squadrons are just what the Germans want to know. (p35)	Gerakan pasukan udaralah yang ingin diketahui Jerman. (p94)				√	B	√				
283	Bletchley shook his head doubtfully. (p35)	Bletchley menggeleng ragu-ragu. (p94)			√		B	√				
284	Bletchley shook his head doubtfully . (p35)	Bletchley menggeleng ragu-ragu . (p94)				√	B	√				
285	She took from her bag two letters . (p36)	Ia mengeluarkan dua surat dari tasnya. (p95)				√	B	√				
286	Gus and Trundles want to be remembered to you. (p36)	Gus dan Trundles kirim salam untuk ibu. (p95)			√		B					√
287	They’re still going strong . (p36)	Mereka sehat . (p95)			√		B			√		
288	Tuppence’s eyes were very bright and shining as she read and re-read this. (p36)	Mata Tuppence bersinar-sinar ketika membaca surat itu berkali-kali. (p96)				√	B	√				
289	She struck a match and set them on fire . (p36)	Dia menyalakan korek api dan membakarnya . (p96)	√		√		A	√				

290	But don't go and be stupid. (p37)	Tapi jangan tolol. (p98)			√			B			√		
291	Tuppence stopped dead. (p37)	Tuppence berhenti. (p98)			√			B			√		
292	Tuppence paused artistically. (p37)	Tuppence diam. (p99)			√			B			√		
293	"I see." Said Tuppence thoughtfully. (p38)	"Hmm, begitu." Kata Tuppence. (p99)			√			B			√		
294	She stole a swift glance at Cal von Deinim. (p38)	Dia melirik ke Cal Von Deinim. (p99)			√			B	√				
295	Tuppence felt a definite suspicion of this strange woman. (p38)	Tuppence curiga pada wanita itu. (p99)			√			B			√		
296	Tuppence's plan of campaign had been simple in its outline. (p38)	Rencana Tuppence sederhana. (p101)			√			B			√		
297	An inmate of Sans Souci who was interested in troop movements and anxious to conceal the fact. (p38)	Kedua, eksperimen untuk mengetahui apakah ada tamu-tamu Sans Sauci yang tertarik pada gerakan pasukan Inggris tapi tak mau terus terang. (p101)					√	B	√				
298	She had taken a great attachment to Tuppence. (p39)	Ia menyukai Tuppence. (p101)			√			B	√				
299	The words of the nursery rhyme seemed to mock at her. (p39)	Kata-kata dalam nyanyian anak-anak itu seolah-olah mengejeknya. (p103)	√		√			A	√				
300	She had removed all the laces from Tuppence's shoes and had immersed	Ia telah melepas tali-tali sepatu Tuppence dan merendamnya dalam	√		√			A	√				

	them in a glass of water. (p39)	segelas air. (p102)											
301	Tommy looked rather gingerly at the packet that Tuppence thrust upon him. (p39)	Tommy memandang bungkusannya yang disodorkan Tuppence dengan hati-hati . (p102)			√			B	√				
302	Tommy took a delicate sniff at the packet. (p40)	Tommy mencium bungkusannya itu dan berkata penuh semangat. (p102)			√			B			√		
303	Bending down and sniffing dubiously. (p40)	Tommy membungkuk dan mencium-cium mencari sumber bau. (p106)			√			B	√				
304	His only wish was to get away from the smell. (p40)	Ia hanya ingin terbebas dari bau yang tidak enak itu. (p106)			√			B	√				
305	He sneezed a good deal, and his eyes ran. (p40)	Ia bersin-bersin dan matanya berair. (p107)					√	B	√				
306	As she left her room she coughed, and from opposite came the sound of a highly histrionic sneeze . (p41)	Dan dari kamar seberang ia mendengar bunyi bersin buatan . (p108)			√			B					√
307	Maching gunning civilian refugees on the roads. (p41)	Menembaki pengungsi di jalan. (p108)			√			B	√				
308	Maching gunning civilian refugees on the roads . (p41)	Menembaki pengungsi di jalan . (p108)					√	B	√				
309	His hands were clenched. (p41)	Tangannya terkepal. (p109)	√				√	B	√				
310	"Is anything the matter? "	Ada masalah? (p109)			√			B	√				

	(p41)												
311	His voice was hoarse and unnatural. (p41)	Suaranya serak. (p 109)			√			B			√		
312	His voice was hoarse and unnatural. (p41)	Suaranya serak. (p 109)	√		√			A	√				
313	“Nonsense,” she said robustly. (p41)	“Tidak,” katanya tegas. (p110)				√		B	√				
314	“Nonsense,” she said robustly. (p41)	“Tidak,” katanya tegas. (p110)	√		√			A	√				
315	But when I think of individual Germans, mothers sitting anxiously waiting for news of their sons and boys leaving home for fight. (p42)	Tapi kalau aku pikir tentang individu-individu Jerman – ibu-ibu yang khawatir menunggu khabar tentang anak mereka, tentang pemuda yang meninggalkan rumah untuk bertempur. (p110)				√		B	√				
316	But when I think of individual Germans, mothers sitting anxiously waiting for news of their sons and boys leaving home for fight. (p42)	Tapi kalau aku pikir tentang individu-individu Jerman – ibu-ibu yang khawatir menunggu khabar tentang anak mereka, tentang pemuda yang meninggalkan rumah untuk bertempur. (p110)					√	B	√				
317	I will have more fortitude. (p42)	Saya akan tabah. (p111)			√			B			√		
318	“Where are you off to? I just came to see about a parcel which seems to have gone astray. ” (p42)	Anda mau kemana? Saya sedang mengecek paket yang kelihatannya hilang. (p112)			√			B	√				
320	Tuppence explained her	Tuppence menjelaskan	√		√		√	A	√				

	plans. (p42)	rencananya. (p112)											
321	I'll come and see you into the train. (p42)	Mari saya antar ke kereta. (p112)			√			B					√
322	They had agreed never to attempt to communicate with each other under the roof of Sans Souci. (p42)	Mereka telah berjanji untuk tidak bicara di Sans Souci. (p112)			√			B			√		
323	They had agreed never to attempt to communicate with each other under the roof of Sans Souci. (p42)	Mereka telah berjanji untuk tidak bicara di Sans Souci. (p112)			√			B					√
324	"One person." Said Tommy slowly. (p43)	"satu orang." Kata Tommy pelan. (p113)				√		B	√				
325	"Oh!" Tuppence felt a swish pang. (p43)	"Oh!" Tuppence merasa tertampar. (p113)			√			B	√				
326	So after all - (p43)	Jadi- (p113)			√			B	√				
327	" That settles it, I think?" (p43)	" Jadi, dia khan?" (p113)			√			B	√				
328	Tommy considered the point. (p43)	Tommy berfikir. (p115)			√			B			√		
329	Some six years ago he had married and was now the proud proprietor of The duck and Dog pub in South London. (p43)	Kira-kira enam tahun yang lalu, ia menikah dan sekarang menjadi pemilik pub The Duck and Duck di London Selatan. (p115)					√	B					
330	Some six years ago he had married and was now the proud proprietor of The duck and Dog pub in South London. (p43)	Kira-kira enam tahun yang lalu, ia menikah dan sekarang menjadi pemilik pub The Duck and Duck di London Selatan. (p115)			√			B	√				
331	Because of Air Raids, it all fits in perfectly. (p44)	Karena serangan udara. Pas, khan? (p115)			√			B			√		

332	She come here for orders, or to take messages . (p44)	Kurasa dia datang membawa pesan atau menerima perintah. (p116)					√	B	√				
333	Sheila is often here, and there's Betty and Mrs Sprot running about all over the landings. (p44)	Sheila pasti ada, lalu Mrs Sprot dan Betty berkeliaran di gang. (p116)			√			B	√				
334	Presently he was hailed by the heartly voice of Commander Haydock leaning from his two seater car. (p44)	Tak lama kemudian ia dipanggil oleh Komandan Haydock yang ramah dari mobil kecilnya. (p117)			√			B	√				
335	"So you read that rag, do you? " (p44)	" Jadi , kaupun membaca sampah itu?" (p117)	√		√			B	√				
336	" Oh quite so. " (p45)	" Ya. " (p117)			√			B	√				
337	Commander Haydock, steering rather erratically round a one-way island and narrowly missing collision with a large van. (p45)	Komandan Haydock membanting stir dengan agak sembrono . (p117)			√			B			√		
338	" Good. Then that's settled. "(p45)	" Bagus. " (p118)			√			B			√		
339	In the tall bureau, one of the drawers was locked. (p46)	Pada lemari yang tinggi, sebuah laci ternyata terkunci. (p120)					√	B	√				
340	Tuppence skimmed thorough the documents . (p46)	Tuppence memilah-milah dokumen . (p120)					√	B	√				
341	Two letters from a friend from Italy. (p46)	Dua surat dari seorang kawan di Italia. (p120)					√	B	√				
342	Therefore, that she was not	Kalau begitu, ia bukan					√	B	√				

	the only person to snoop in other people's rooms . (p47)	satu-satunya orang yang suka celingukan ingin tahu kamar orang lain. (p123)											
343	On the following day Mrs Sprot went up to London. (p47)	Esok paginya Mrs. Sprot pergi ke London. (p124)			√			B	√				
344	A few tentative remarks on her part had led immediately to various offers on the part of the inhabitants of Sans Souci to look after Betty. (p47)	Para penghuni Sans Souci beramai-ramai menawarkan jasa mereka untuk menemani Betty. (p124)				√		B	√				
345	A few tentative remarks on her part had led immediately to various offers on the part of the inhabitants of Sans Souci to look after Betty. (p47)	Para penghuni Sans Souci beramai-ramai menawarkan jasa mereka untuk menemani Betty. (p124)			√			B	√				
346	Betty attached herself to Tuppence. (p47)	Betty dengan segera mendekati Tuppence. (p124)			√			B	√				
347	She was talking more easily everyday and had adopted a most fetching habit of laying her head on one side . (p47)	Ia sudah membiasakan diri memiringkan kepalanya. (p124)			√			B	√				
348	Fixing her interlocutor with a bewitching smile . (p47)	Memikat orang lain dengan senyumnya . (p124)	√		√			A	√				
349	Tuppence pulled out a rather tattered book from	Tuppence menarik buku kumal dari dalam lemari.			√			B	√				

	one end of the cupboard – to be interrupted by a squeal from Betty. (p47)	Tapi Betty menjerit. (p125)											
350	Tuppence pulled out a rather tattered book from one end of the cupboard – to be interrupted by a squeal from Betty. (p47)	Tuppence menarik buku kumal dari dalam lemari. Tapi Betty menjerit . (p125)			√			B					√
351	Always terrified of germs . (p47)	Selalu ketakutan akan kuman . (p125)					√	B	√				
352	After lunch Betty had rest. (p48)	Setelah makan siang Betty tidur. (p126)		√				C	√				
353	There were so many of them that Tuppence felt as though she were looking at a relistically produced play of the late Victorians period. (p48)	Foto-foto itu begitu banyak, sehingga Tuppence merasa seolah-olah melihat suatu pertunjukan drama di Jaman Victoria. (p126)			√			B	√				
354	Tuppence flused . (p48)	Muka Tuppence memerah . (p127)		√				C	√				
355	It's odd that, don't you think so? " (p48)	Itu aneh, kan? (p128)			√			B			√		
356	Tuppence shook her head . (p48)	Tuppence hanya menggeleng . (p128)			√			B	√				
357	A vast smile tilted up the corners of her mouth. (p49)	Senyum tersungging di bibirnya. (p128)			√			B			√		
358	A vast smile tilted up the corners of her mouth . (p49)	Senyum tersungging di bibirnya . (p128)	√		√			A	√				
359	Tuppence turned away to the window. (p49)	Tuppence memandang ke jendela. (p128)			√			B	√				

360	Her thoughts broke off abruptly. (p49)	Pikirannya tiba-tiba terhenti. (p129)	√		√		√	A	√				
361	These thoughts took only a second or two through Tuppen's mind. (p49)	Pikiran itu hanya melintas sekilas di kepala Tuppen. (p129)			√			B					√
362	She did not guess, would never have guessed, what that something was going to be. (p49)	Ia tak menebak dan tidak bisa menebak apakah itu. (p130)			√			B				√	
363	Betty was very excited and capered so violently that it was extremely difficult to insert her arms into the woolly pullover. (p49)	Betty begitu gembira dan ribut , sehingga sulit untuk memasukkan tangannya ke baju hangatnya. (p130)			√			B	√				
364	Betty was very excited and capered so violently that it was extremely difficult to insert her arms into the woolly pullover. (p49)	Betty begitu gembira dan ribut, sehingga sulit untuk memasukkan tangannya ke baju hangatnya. (p130)			√			B			√		
365	Betty was very excited and capered so violently that it was extremely difficult to insert her arms into the woolly pullover. (p49)	Betty begitu gembira dan ribut, sehingga sulit untuk memasukkan tangannya ke baju hangatnya. (p130)	√				√	A	√				
366	The two set off together. (p49)	Keduanya pun berangkat. (p130)			√			B	√				
367	"For Bettibarf. For Bettibarf," and deriving great pleasure from a ceaseless reiteration of these important facts. (p49)	"Mandi bebek. Mandi bebek," dengan suara gembira. (p130)			√			B				√	

368	Mr Cayley was in a fretful mood. (p50)	Mr Cayley sedang cerewet. (p131)			√			B			√		
369	Its not natural – there would be something wrong with the child if she was quiet.” (p50)	Itu wajar- pasti ada yang tak beres kalau anak seumur dia diam. (p131)			√			B					√
370	“Its very important that Mr Cayley should get as much sleep as possible. ” Said Mrs Cayley anxiously. (p50)	“Mr Cayley perlu banyak tidur,” kata Mrs Cayley cemas. (p132)			√			B			√		
371	“Its very important that Mr Cayley should get as much sleep as possible.” Said Mrs Cayley anxiously. (p50)	“Mr Cayley perlu banyak tidur,” kata Mrs Cayley cemas. (p132)				√		B	√				
372	Mr Cayley would not be so likely to brood , and would be stimulated by exchanging ideas with other people. (p50)	Mr Cayley tidak akan terlalu kesepian karena bisa bertukar pikiran dengan orang lain. (p132)			√			B	√				
373	Mr Cayley would not be so likely to brood, and would be stimulated by exchanging ideas with other people. (p50)	Mr Cayley tidak akan terlalu kesepian karena bisa bertukar pikiran dengan orang lain. (p132)					√	B	√				
374	...who could really give a clear account of conditions there. (p50)	..bisa memberikan pendapat dengan sangat obyektif. (p132)			√			B	√				
375	For Mr Cayley, carred away by the sympathy of his listener, was displaying	Mr Cayley hanyut dalam simpati pendengarnya menunjukkan ia			√			B	√				

	himself as a decided admirer of the Nazi system. (p50)	pengagum Nazi. (p133)											
376	The return of Miss Minton and Betty. (p50)	Kedatangan Miss Minton dan Betty. (p133)			√			B	√				
377	The celluloid duck duly obtained, broke in upon the monologue. (p50)	Mainan bebek menghentikan monolog. (p133)			√			B					√
378	Mrs Sprot sat down , drank several cups of tea. (p51)	Mrs Sprot kemudian duduk , minum beberapa cangkir teh. (p134)			√			B	√				
379	Mrs Sprot sat down, drank several cups of tea. (p51)	Mrs Sprot kemudian duduk, minum beberapa cangkir teh. (p134)					√	B	√				
380	The conversatinn was, was in fact, completely normal . (p51)	Percakapan itu merupakan obrolan normal dan wajar . (p134)			√			B			√		
381	Betty rushed happily about, making mysterious expeditions into the bushes and returning with a laurel leaf. (p51)	Betty berlari-lari ke sana kemari dengan gembira, bertualang ke semak-semak dan kembali lagi dengan sehelai daun. (p134)			√			B			√		
382	People enjoy these rumours . (p51)	Orang memang suka membicarakan gosip seperti itu. (p135)					√	B	√				
383	I suppose I must go and look for her . (p51)	Saya harus mencarinya . (p135)	√		√			A	√				
384	Mrs Sprot began to get annoyed . (p51)	Mrs Sprot mulai jengkel . (p135)			√			B	√				
385	Do you think she can have gone out on the road?	Mukinkah ia keluar ke jalan? (p136)			√			B	√				

	(p51)												
386	They both shook their heads. (p52)	Mereka menggelengkan kepala. (p136)				√	B	√					
387	I saw her about half an hour ago – going down the road with a woman. (p52)	Saya melihatnya kira-kira setengah jam yang lalu – turun ke sana dengan seorang wanita. (p136)			√		B	√					
388	“If you know what I mean.” She added helpfully. (p52)	“Anda pasti tahu apa yang saya maksud,” katanya. (p136)	√		√		B			√			
389	In a flash Tuppence remembered the face she had seen that afternoon. (p52)	Tuppence segera teringat wajah yang siang tadi dilihatnya diantara semak-semak. (p136)			√		B	√					
390	Tuppence shook her head energetically. (p52)	Tuppence menggeleng kuat-kuat. (p137)			√		B	√					
391	Tuppence shook her head energetically. (p52)	Tuppence menggeleng kuat-kuat. (p137)				√	B	√					
392	The servant girl chimed in to say. (p52)	Pembantu itu berkata. (p137)			√		B			√			
393	Tuppence passed an arm round her. (p52)	Tuppence merangkul bahunya. (p137)			√		B	√					
394	Come back to the house, have a little brandy and then we’ll ring up the police. (p52)	Kembali saja kerumah dulu. Minum sedikit brendi, baru kita telepon polisi. (p137)			√		B	√					
395	Mrs Sprot went with her meekly. (p52)	Mrs Sprot menurut. (p137)			√		B			√			
396	Mrs Sprot cried out weakly. (p52)	Mrs Sprot terisak. (p138)			√		B			√			
397	“Nonsense,” said Tuppence robustly. (p52)	“Tak mungkin,” kata Tuppence tegas. (p138)				√	B	√					

398	But she did not believe her own words . (p52)	Tapi Tuppence tidak memercayai perkataannya . (p138)				√	B	√				
399	Wait for the instructions , if not - (p53)	Tunggu instruksi – kalau tidak – (p139)				√	B	√				
400	Mrs Sprot was moaning faintly (p53)	Mrs Sprot mengeluh lirih . (p139)			√		B	√				
401	They'll soon get to the bottom of it . (p53)	Mereka akan segera membereskannya . (p140)	√		√		B	√				
402	Tommy eyes sought Tuppence. (p53)	Mata Tommy mencari-cari Tuppence. (p141)				√	B	√				
403	Miss Minton said tremulously . (p54)	Miss Minton berkata gemetar . (p141)			√		B	√				
404	Tuppence said sharply . (p54)	Tuppence berkata tajam . (p141)			√		B	√				
405	Carl's blue eyes were very bright. (p54)	Mata Carl yang biru kelihatan cerah. (p141)				√	B	√				
406	Her words came sharp and authoritate. (p54)	Katanya tajam, penuh otoritas. (p143)				√	A	√				
407	Mrs Sprot got up . (p54)	Mrs Sprot berdiri . (p142)			√		B	√				
408	In the end Commander Haydock, taking in the situation with commendable Naval rapidity. (p54)	Akhirnya Komandan Haydock memimpin ekspedisi pencarian dengan kecepatan komandan angkatan laut yang cekatan. (p143)			√		B			√		
409	Ready to start off . (p54)	Siap berangkat . (p143)			√		B	√				
410	She said quietly . (p55)	Ia berkata tenang . (p143)			√		B	√				
411	Mrs Sprot merely shook her head, her lips pressed tightly together . (p55)	Mrs Sprot hanya menggeleng sambil mengatupkan bibir dengan rapat . (p145)			√		B					√

412	We must put ourselves in their places. (p55)	Kita harus berfikir dari sudut pandang mereka. (p145)			√			B					√
413	We must put ourselves in their places . (p55)	Kita harus berfikir dari sudut pandang mereka. (p145)		√				C					√
414	The car might have been drawn up there. (p55)	Mobilnya mungkin diparkir di jalan di bawah bukit itu. (p145)			√			B	√				
415	With a different manner and pince-nez, stepped up to them. (p55)	Dengan sikap ragu mendekat dan biara dengan agap gagap. (p145)			√			B	√				
416	Tuppence called out . (p56)	Tuppence berteriak . (p147)			√			B	√				
417	Avoiding accidents more by good lck than by skill. (p56)	Terhindar dari kecelakaan kerana nasib baik saja. (p148)					√	B	√				
418	Better get out and walk here. (p56)	Sebaiknya turun dan jalan dari sini. (p148)			√			B					√
419	Haydock said dubiously .(p56)	Haydock berkata ragu-ragu . (p148)				√		B	√				
420	That little pip-squeak may have seen any woman with a kid. (p56)	Si tolol tadi bisa saja asal melihat wanita dengan seorang anak. (p148)			√			B				√	
421	He was standing up holding to his eyes some field glasses that he had thoughtfully brought with him. (p57)	Ia berdiri tegak sambil memegang teropong yang kemudian didekatkannya ke mata . (p149)					√	B	√				
422	He was standing up holding to his eyes some field glasses that he had	Ia berdiri tegak sambil memegang teropong yang kemudian didekatkannya			√			B	√				

	thoughtfully brought with him. (p57)	ke mata. (p149)											
423	Mrs Sprot gave a strangled cry. (p57)	Mrs Sprot berteriak. (p149)			√			B					√
424	They went on. (p57)	Mereka mendekat. (p149)			√			B	√				
425	Suddenly the woman turned and saw the car advancing towards her. (p57)	Tiba-tiba wanita itu berbalik dan melihat mobil yang mendekatinya itu. (p149)	√		√			A			√		
426	With a cry she caught up the child in her arms and began running. (p57)	Sambil berteriak dia menyambar anak itu dan mulai lari. (p149)			√			B	√				
427	It stopped and the occupants tumbled out. (p57)	Mobil berhenti dan para penumpangnya keluar. (p149)			√			B	√				
428	Mrs Sprot was out first and running wildly after the two fugitives. (p57)	Mrs Sprot yang pertama keluar mengejar wanita itu. (p150)			√	√		B	√				
429	He pulled out a service revolver. (p57)	Ia mengambil pistol. (p150)			√			B	√				
430	She flung away the pistol and dropped down. (p58)	Ia membuang pistol di tangannya dan berjongkok. (p151)			√			B	√				
431	She flung away the pistol and dropped down. (p58)	Ia membuang pistol di tangannya dan berjongkok. (p151)			√			B	√				
432	I couldn't have brought off a shot like that. (p58)	Aku takkan bisa menembak seperti itu. (p152)			√			B			√		
433	She looked down at the sheer drop to the sea below and shuddered.	Ia memandang ke laut, jauh dibawah, dari atas tebing curam itu-dengan			√			B			√		

	(p58)	gemetar. (p153)											
434	The inquest on the dead woman was held some days later. (p58)	Pemeriksaan atas kematian wanita cantik itu dilakukan beberapa hari kemudian. (p153)					√	B	√				
435	Commander Haydock had immediately got in touch with the police. (p58)	Komandan Haydock segera menghubungi polisi. (p153)			√			B	√				
436	Under his guidance they had gone out to the scene of the tragedy on the cliff. (p58)	Dengan petunjuknya, mereka berangkat lagi ke bukit tempat tragedi itu. (p153)			√			B	√				
437	She had left it without notice some weeks ago and without reporting to the police. (p58)	Keluar begitu saja tanpa pemberitahuan beberapa minggu yang lalu dan tanpa melapor kepada polisi. (p155)					√	B	√				
438	The whole family was looked upon with suspicion. (p59)	Keluarga itu dicurigai . (p155)			√			B	√				
439	The Coroner soothed her and asked if she had ever come in contact with the dead woman. (p59)	Pemeriksa itu menghiburnya dan bertanya apakah ia pernah berhubungan dengan wanita tersebut. ([156)			√			B	√				
440	Oh no, I'd never seen her in my life. (p59)	Oh tidak. Saya tak pernah melihatnya . (p156)	√		√			A			√		
441	The woman was definitely preparing to jump over the cliff (p59)	Wanita itu berniat melompat ke jurang (p156)			√			B	√				
442	"Exit Vanda Polonska and a blank wall as usual," said	"Coret Vanda Polonska dan kita hadapi dinding				√		B	√				

	Tommy gloomily . (p59)	kosong seperti dulu,” kata Tommy muram . (p158)											
443	“Yes, they seal up both ends.” (p60)	“Ya, mereka menutup kedua pintunya.” (p158)			√			B	√				
444	I don’t believe we’ve got at the brains that are behind it all . (p60)	Kita belum menemukan dedengkotnya . (p159)	√		√			B	√				
445	“ I think they must have been,” said Tuppence thoughtfully. (p60)	“ Kurasa begitu,” kata Tuppence. (p159)	√		√			A	√				
446	“That woman,” said Tuppence scornfully . (p60)	“Orang itu,” kata Tuppence jengkel . (p159)				√		B	√				
447	“ Silly ass .” Said Tommy. (p60)	“ Bodoh ” kata Tommy. (p160)			√			B					√
448	Wait for intructions . (p60)	Tunggu instruksi . (p160)					√	B	√				
449	“Have you asked Mrs Sprot to rack her brains a bit? ” (p60)	“Apakah kamu telah meminta Mrs. Sprot menguras isi kepalanya?” (p160)			√			B				√	
450	She’d have shot down a regiment in cold blood without turning a hair just to get her child back. (p61)	Dia bisa menjadi wanita yang menembak sepasukan prajurit tanpa gentar untuk menyelamatkan anaknya. (p160)			√			B					√
451	She’d have shot down a regiment in cold blood without turning a hair just to get her child back . (p61)	Dia bisa menjadi wanita yang menembak sepasukan prajurit tanpa gentar untuk menyelamatkan anaknya.			√			B	√				

		(p160)											
452	She'd have shot down a regiment in cold blood without turning a hair just to get her child back. (p61)	Dia bisa menjadi wanita yang menembak sepasukan prajurit tanpa gentar untuk menyelamatkan anaknya . (p160)	√		√			A	√				
453	"Cedars, temples , a lot of wives and concubines?" (p61)	"Pohon cedar, istana , selir-selir, istri-istri?" (p161)				√		B	√				
454	"Stop." Said Tuppence, putting her hands to her ears. (p61)	"Stop," kata Tuppence sambil menutup telinganya. (p161)			√			B					√
455	But Tuppence shook her head . (p61)	Tapi Tuppence menggeleng . (p161)			√			B	√				
456	After a minute or two she said. (p61)	Sesaat kemudian ia berkata. (p161)			√			B			√		
457	Did you notice that Mrs Perenna came in just at the critical moment. (p61)	Kauperhatikan tidak ketika Mrs Perenna masuk waktu kita ribut. (p162)			√			B	√				
458	Not to ring up the police? (p61)	Tidak menghubungi polisi? (p162)			√			B	√				
459	"So she's still your selection for M? (p61)	"Jadi kau masih memilihnya sebagai orang yang punya kemungkinan sebagai M?" (p162)			√			C				√	
460	It was he who wanted to ring up the police. (p62)	Dialah yang sebenarnya ingin menghubungi polisi. (p163)			√			B	√				
461	Yes, but he could have been pretty sure that the	Tapi barangkali dia hanya berpura-pura, karena yakin			√			B					√

	child's mother wouldn't stand for the idea. (p62)	ibu si anak pasti akan menolak. (p163)											
462	On the threshold, as a tall figure turned away from the window. (p62)	Ia berhenti dan terkejut ketika melihat bayangan seseorang yang tinggi berpaling dari jendela. (p163)			√			B	√				
463	The girl came straight towards her. (p62)	Gadis itu mendatanginya. (p163)	√		√			B			√		
464	This girl loved Carl von Deinim, and Tuppence felt her herat aching in sympathy with this tragic young creature. (p62)	Siapapun Carl, gadis ini mencintainya. Dan Tuppence merasakan kesedihan yang dirasakan gadis itu. (p164)			√			B			√		
465	"What shall I do?" and flinging herself down on her knee by the bed.(p62)	"Apa yang harus saya lakukan? Apa? Lalu ia menjatuhkan diri di samping tempat tidur dan menangis sepuasnya. (p164)			√			B	√				
466	Tuppence said sharply. (p63)	Tuppence berkata tajam. (p165)				√		B	√				
467	She said sharply. (p63)	Ia berkata tajam. (p166)				√		B	√				
468	"Listen, Sheila, liking or not liking has nothing to do with facts. " (p63)	"Dengar Sheila, rasa suka atau tidak tak ada hubungannya dengan fakta. (p166)					√	B	√				
469	To come here as a refugee. (p63)	Datang sebagai pengungsi. (p166)				√		B	√				
470	Sheila said quietly. (p63)	Sheila berkata tenang. (p166)				√		B	√				
471	They'll take him away	Mereka akan	√		√			B	√				

	and shut him down. (p63)	membawanya dan memenjarakannya. (p167)											
472	They'll take him away and shut him down. (p63)	Mereka akan membawanya dan memenjarakannya. (p167)	√		√			B			√		
473	She went out , shutting the door behind her. (p63)	Ia keluar dan menutup pintu kamar Tuppence. (p168)			√			B	√				
474	"Oh!" Something stirred in Tommy's mind – vague – wholly nebulous. (p64)	"Oh!" Tommy teringat sesuatu – sangat samar – samar sekali. (p170)			√			B	√				
475	As soon as he retailed the conversation to her, she sized on the salient point. (p64)	Begitu ia menceritakan hal itu kepadanya, ia menangkap hal yang paling penting. (p170)			√			B	√				
476	As soon as he retailed the conversation to her, she sized on the salient point. (p64)	Begitu ia menceritakan hal itu kepadanya, ia menangkap hal yang paling penting. (p170)			√			B	√				
478	Tommy said, "Then that's cleared up! " (p64)	Tommy berkata, "kalau begitu semua jelas! " (p170)			√			B	√				
479	Now the coasts of France were entirely in the hands of Germany. (p65)	Sekarang seluruh pantai Prancis dikuasai Jerman. (p171)			√		√	C	√				
480	Mrs Perenna's the fountain head. (p65)	Mrs. Perenna adalah gembongnya. (p170)	√		√			C	√				
481	You'd better put Albert on to her this afternoon. (p65)	Sebaiknya kau suruh Albert membuntuti dia sore ini. (p172)			√			B	√				
482	Though now in his middle	Walaupun Albert sudah					√	B					√

	years. (p65)	mendekati setengah abad. (p173)											
483	As he stepped off the tee and watched with approval his ball leaping down the centre of the fairway. (p66)	Ketika dia meninggalkan tee dan memandang puas pada bolanya yang melayang jauh di tengah fairway. (p175)			√			B	√				
484	As he stepped off the tee and watched with approval his ball leaping down the centre of the fairway. (p66)	Ketika dia meninggalkan tee dan memandang puas pada bolanya yang melayang jauh di tengah fairway. (p175)			√			B	√				
485	About nine months or so. (p66)	Kira-kira sembilan bulan . (p175)					√	B	√				
486	Tommy suggested medaciously . (p66)	Tommy berbohong . (p175)				√		B	√				
487	I should have said he was a painfully prosaic chap – typical Army. (p66)	Kenapa bilang Bletchey misterius? Menurutku dia tipe membosankan . Tipikal militer. (p176)			√			B				√	
488	They got down to the business of putting. (p66)	Mereka melanjutkan permainan. (p176)			√			B					√
489	They got down to the business of putting . (p66)	Mereka melanjutkan permainan . (p176)			√			B					√
490	Before he came down here. (p67)	Sebelum dia datang kemari. (p177)			√			B	√				
491	He doesn't have any old pals to stay – nothing of that kind. (p67)	Dia tak punya teman – tak ada. (p177)			√		√	B			√		
492	I hear all sort of rumours . (p67)	Aku mendengar banyak cerita . (p177)					√	B	√				
493	Look how violent he was	Liat saja bagaimana			√			B	√				

	againts that young German chap. (p67)	sikapnya pada pemuda Jerman itu. (p178)											
494	He and Meadows must be getting along. (p67)	Dia dan Meadows harus pergi. (p179)			√			B	√				
495	When the man had left the room. (p67)	Ketika pelayan itu keluar. (p179)			√			B			√		
496	He had excelent references. (p67)	Dia punya referensi bagus. (p179)					√	B	√				
497	It doesn't seem to come naturally to the Englishman. (p67)	Kelihatannya orang Inggris terlalu kaku untuk dia. (p179)			√			B	√				
498	Sitting outside. (p68)	Mereka duduk-duduk di teras luar. (p179)	√					C					√
499	Appledore, the perfect servant, had blundered. (p68)	Appledore, pelayan yang sempurna tadi ternyata membuat kesalahan tolol. (p181)		√				C		√			
500	His foot skidded heavily againts the end panel of the bath. (p69)	Kakinya menjejak ujung bak mandi. (p182)			√			B			√		
501	The thing happened like a conjuring trick. (p69)	Dan terjadilah suatu keajaiban. (p182)			√			B	√				
502	The bath slid out from the wall. (p69)	Bak mandi itu menggeser dari dinding. (p182)			√			B	√				
503	And so N, securely settled in his appointed place with sea communications. (p69)	Jadi si N pun duduk di tempatnya dengan aman, dengan fasilitas komunikasi laut. (p183)					√	B	√				
504	Souci close at hand, is ready to carry out Germany's plan. (p69)	Souci dekat dari situ, dsiap melaksanakan rencana Jerman. (p183)			√			B	√				
506	For an instant Haydock	Sejenak Haydock berdiri			√			B	√				

	stood as though moulded in stone. (p69)	kaku seperti patung batu. (p184)											
507	Dry your hands and come along into the other room. (p69)	Keringkan tangan dan kita bicara di ruang lain. (p184)					√	B	√				
508	Only you'll have to keep dark about it, Meadows. (p70)	Tapi kau harus menyimpan rahasia ini untuk dirimu sendiri. (p185)			√			B					√
509	Haydock sat down and drew his chair confidentially close. (p70)	Haydock duduk dan menarik kursinya sedekat mungkin. (p185)			√			B	√				
510	Tommy shook his head . (p70)	Tommy menggeleng . (p185)			√			B	√				
511	Naturally you can count on me not to say a word . (p70)	Tentu saja kau bisa memercayainya . (p185)	√		√			B	√				
512	Tommy went on talking. (p70)	Tommy terus bicara. (p186)			√			B	√				
513	Would it go off all right? (p70)	Apakah akan lancar? (p186)			√			B					√
514	At last she seemed to become aware that everyone was looking at her. (p71)	Akhirnya ia sadar mereka memandang padanya. (p190)			√			B			√		
515	The three women sat in silence for a minute or two . (p71)	Ketiga wanita itu duduk diam sejenak . (p191)			√			B	√				
516	"She went to the pictures ," said Mrs Sprot. (p71)	"Nonton film? " kata Mrs Sprot. (p191)			√			B			√		
517	Not to the pictures they	Pasti bukan nonton film ,		√				C					√

	wouldn't be out yet. (p72)	karena mereka belum bubar jam segini. (p191)											
518	Mrs Perenna came in just as they were cutting for the next deal. (p72)	Mrs Pernna masuk waktu mereka mau main lagi. (p192)			√			B	√				
519	And then Major Bletchley came in . (p73)	Kemudian Mayor Bletchley masuk . (p194)			√			B	√				
520	Been knock down by his car. (p74)	Barangkali Mr Meadowes tertabrak mobil. (p196)			√			B	√				
521	It was on the following day that Deborah, returning to her lodging house, was puzzled by something unfamiliar in the appereance of her room. (p77)	Paginya , ketika Deborah kembali ke pondokannya, ia merasa bingung. Ia merasa ada sesuatu yang aneh dengan kamarnya. (p204)	√		√			B	√				
522	Then she rang the bell and demanded angrily of her landlady. (p77)	Lalu ia menelepon dan berbicara marah dengan pemilik rumah. (p204)			√			B	√				
523	For they are the men who can deliver up the keys of the fortress. (p78)	Karena mereka adalah orang-orang yang bisa memberikan kunci benteng. (p207)					√	B	√				
524	Can't you put some of your people on to Mrs Perenna? (p78)	Apakah anda tidak bisa menempatkan beberapa orang untuk mengawasi Mrs Perenna? (p208)			√			B	√				
525	Tuppence clenched her hands . (p78)	Tuppence mengepalkan tangan . (p208)					√	B	√				
526	You're frightfully B.B.C, in your language this afternoon , Albert. (p78)	Kau memang seperti radio BBC saja, Albert. (p209)			√			B				√	

527	“So should I,” said Tuppence, with a pang . (p79)	“Aku pun ingin tahu,” kata Tuppence cemas . (p210)			√			B			√		
528	He ough to have tipped you the wink by now. (p79)	Seharusnya dia memberitahu anda. (p210)			√			B	√				
529	He paused to arrange his ideas and then went on. (p79)	Albert diam berfikir sejenak, lalu melanjutkan. (p210)			√		√	B	√				
530	He paused to arrange his ideas and then went on . (p79)	Albert diam berfikir sejenak, lalu melanjutkan . (p210)			√			B	√				
531	“I wish I could make up my mind ,” sighed Tuppence. (p79)	“Kalau saja aku bisa memutuskan ” kata Tuppence. (p210)			√			B	√				
532	N or M would have to come out in the open and have a shot at eliminating me. (p79)	Dengan begitu, si N atau M akan keluar dari persembunyiannya dan berusaha menyingkirkan aku. (p210)			√			B	√				
533	N or M would have to come out in the open and have a shot at eliminating me. (p79)	Dengan begitu, si N atau M akan keluar dari persembunyiannya dan berusaha menyingkirkan aku. (p210)			√			B	√				
534	Deborah friends! (p79)	Teman Deborah! (p211)					√	B	√				
535	You could cook up a likely story. (p80)	Anda bisa menyiapkan cerita yang cocok. (p213)			√			B	√				
536	Stopping down he first tested the cords binding the other’s limbs. (p81)	Ia membungkuk untuk melihat pengikat kaki dan tangan Tommy. (p218)			√			B	√				
537	The water did him a world	Air itu membuatnya segar .			√			B					√

	of good. (p82)	(p218)											
537	Appledore shok his head. (p82)	Appledore menggeleng. (p219)			√			B	√				
538	Deftly he replaced tha gag and went out. (p82)	Dengan cekatan ia memasukkan penyumbat mulut dan keluar. (p219)			√			B	√				
539	Haydock had an automatic pistol with him. (p82)	Haydock menggenggam pistol. (p219)			√			B			√		
540	Again the other shook his head. (p82)	Haydock menggeleng. (p220)			√			B	√				
541	The other said coldly. (p82)	Haydock berkata dingin. (p220)				√		B	√				
542	Be quiet, damn you! (p82)	Diam, goblok! (p220)			√			B	√				
543	Be quiet, damn you! (p82)	Diam, goblok! (p220)			√			B	√				
544	Haydock said with a resumptin of his most British. (p82)	Haydock berkata sopan. (p221)			√			B					√
545	I wonder you didn't knock me on the head straighaway. (p82)	Kenapa kau tidak membunuhku sekarang saja. (p221)	√		√			B			√		
546	" As you please " said Haydock. (p82)	" Baiklah " kata Haydock. (p222)			√			B			√		
547	The two men went out. (p82)	Kedua laki-laki itu keluar. (p222)			√			B	√				
548	Damn it all, if only he had been more on his guard. (p82)	Sialan, kalau saja ia lebih hati-hati. (p223)			√			B	√				
549	Wonderful what a first class actor could get away with.(p84)	Memang Haydock benar-benar aktor yang baik. (p224)			√			B	√				
550	Unable to make a sound.	Tak bisa berteriak. (p225)			√			B	√				

	(p84)													
551	He kept his eyes closed. (p84)	Ia memejamkan matanya . (p225)					√	B	√					
552	“Those Germans ” Thought Albert. (p84)	“ Orang-orang Jerman itu,” pikir Albert. (p226)		√				C	√					
553	Through a side door of the house a man came out . (p85)	Dari pintu samping rumah seorang pria keluar . (p228)			√			B	√					
554	With a hoe and passed out of sight through a little gate. (p85)	Dengan garu kecil, lalu menghilang lewat pagar samping yang kecil. (p228)			√			B	√					
555	He edged nearer to Smuggler’s Rest and passed through the open gate. (p85)	Ia berjalan dan memasuki gerbang Smugglers’ Rest. (p228)			√			B	√					
556	The man who had come out of the house was busy down there. (p86)	Orang yang baru keluar dari rumah itu sedang sibuk di situ. (p229)			√			B	√					
557	Albert watched him with interest for some minutes . (p86)	Albert memerhatikannya sejenak . (p229)			√			B	√					
558	Hallo, funny, so the Commander kept pigs, did he? (p86)	Eh-aneh, Pak Komandan punya babi, ya? (p229)			√			B	√					
559	Couldn’t be pigs . (p86)	Pasti bukan babi . (p229)					√	B	√					
560	Funny place to keep pigs . (p86)	Tempat yang aneh untuk memelihara babi . (p229)					√	B	√					
561	No, it was someone having a bit of shut-eye . (p86)	Bukan, itu suara orang yang sedang tidur . (p229)			√			B				√		
562	He looked round him with a quick glance . (p86)	Ia memandang cepat ke sekelilingnya. (p230)			√			B	√					

563	Then, knelling down , he tapped a soft message. (p86)	Lalu berjongkok dan menepuk terali besi di lubang angin kecilitu sebagai isyarat. (p230)			√			B	√				
564	Her spirits were raised. (p86)	Tetapi semangat bangkit kembali. (p231)					√	B	√				
565	Tuppence thurst this aside and opened the letter. (p86)	Tuppence menyimpan kartu pos itu dan membuka suratnya. (p232)			√			B	√				
566	The doctors do not actually say she is sinking. (p86)	Dokter memang belum mengatakan tak ada harapan. (p232)					√	B	√				
567	The doctors do not actually say she is sinking . (p86)	Dokter memang belum mengatakan tak ada harapan . (p232)		√				C		√			
568	Shall look forward to seeing you again. (p86)	Kuharap kita dapat segera bertemu. (p232)			√			B	√				
569	She laid the letter down . (p87)	Dia meletakkan surat. (p232)						B					
570	She imparted the contents of the letter, and enlarged freely on the personality of Aunt Gracie. (p87)	Dengan bebas ia menambahi ceritanya tentang kepribadian bibi Gracie. (p232)	√				√	B	√				
571	She imparted the contents of the letter, and enlarged freely on the personality of Aunt Gracie. (p87)	Dengan bebas ia menambahi ceritanya tentang kepribadian bibi Gracie. (p232)			√			B	√				
572	Compromised on complications with the kidney. (p87)	Dengan cepat dia menambahkan bibinya juga punya komplikasi ginjal. (p233)					√	B	√				
573	Tuppence rank up the	Tuppence menelepon			√			B	√				

	tailor's. (p87)	penjahit. (p233)											
574	Explained that she might be away from home for a night or two. (p87)	Memberitahu ia akan pergi selama satu atau dua hari. (p233)			√			B			√		
575	She shoot a quick look at Tuppence. (p87)	Dia melirik Tuppence. (p234)			√			B	√				
576	" Please tell me. " She said. (p87)	" Ceritakan. " Katanya. (p234)			√			B	√				
577	Mrs Perenna's eyes flashed. (p88)	Mata Mrs. Perenna berkilat. (p235)					√	B	√				
578	" Things don't happen that way." (p88)	"Yah, kejadian memang harus begitu." (p235)					√	B	√				
579	Only fit for finding motor cars. (p88)	Hanya bisa menilang para pengendara mobil. (p236)					√	B	√				
580	She went up to her room to get ready. (p88)	Tuppence naik ke kamarnya untuk bersiap-siap. (p237)			√			B	√				
581	Tuppence, getting out went to meet Antony Marsdon. (p89)	Tuppence pun keluar untuk menemui Antony Marsdon. (p239)			√			B	√				
582	We don't want to give the show away until the last minute. (p89)	Kami tak ingin menggagalkan pertunjukan sebelum selesai. (p239)			√			B					√
583	We're both ready to run a few risks.(p89)	Kami berdua siap menghadapi kesulitan. (p240)			√			B	√				
584	We're both ready to run a few risks. (p89)	Kami berdua siap menghadapi kesulitan. (p240)					√	B	√				
585	Tuppence looked up. (p90)	Tuppence mendongak. (p242)			√			B	√				
586	Walking due east from the	Dan kalau kita jalan ke			√			B			√		

	cross you're bound to strike it. (p90)	arah timur pasti akan ketemu. (p242)											
587	I knew he was more than a little confused by my decision. (p90)	Aku tau ia agak bingung dengan keputusanku. (p242)	√		√			A	√				
588	"Do you know German, Mrs Beresford?" (p90)	"Apa anda bisa bicara bahasa Jerman Mrs, Beresford?" (p242)		√				C	√				
589	I shall to be firm about speaking English – say my instructions were to do so. (p90)	Nanti aku akan bilang bahwa instruksi mengatakan aku harus bicara Inggris. (p242)				√		B	√				
590	Tuppence transferred her own powder and lipstick and stood up , prepared to set out. (p91)	Tuppence mengganti bedak itu dengan bedaknya sendiri dan memasukkan lipstiknya, dan berdiri siap berangkat. (p245)			√			B	√				
591	Tuppence transferred her own powder and lipstick and stood up, prepared to set out. (p91)	Tuppence mengganti bedak itu dengan bedaknya sendiri dan memasukkan lipstiknya, dan berdiri siap berangkat. (p245)			√			B	√				
592	Had driven off in the opposite direction. (p92)	Tony dan polisi wanita itu berangkat dari arah berlawanan. (p246)			√			B	√				
593	"The arena doors open" murmured Tuppence. (p92)	" Pintu arena terbuka," gumam Tuppence. (p246)				√		B	√				
594	"Enter one Christian en route for the lions. (p92)	"Masuklah seorang Kristen ke mulut singa. "				√		B	√				

		(p246)												
595	She stood back, the door closed behind Tuppence, who found herself standing in a narrow linoleum lined hall. (p92)	Ia berbalik, dan pintu di belakang Tuppence tertutup. Tuppence berdiri di sebuah gang. (p247)			√			B			√			
596	"I was to take detailed instructions from you" (p93)	"Saya harus menunggu instruksi anda. (p249)					√	B	√					
597	There was a dead silence. (p93)	Ruangan itu hening. (p250)			√			B	√					
598	Haydock leaned back in his chair. (p93)	Haydock bersandar pada kursinya. (p252)			√			B	√					
599	He'll be knocked on the head. (p93)	Dia akan dibunuh. (p253)			√			B						√
600	We want to turn some of our enemies into friends. (p94)	Kami ingin mengubah beberapa musuh kami mejadi teman. (p253)			√			B	√					
601	Englishmen with brains and breeding and courage. (p94)	Orang-orang Inggris yang punya otak , yang punya keberanian dan berkualitas. (p254)		√			√	C		√				
602	Haydock jumped to his feet. (p95)	Haydock meloncat berdiri. (p255)			√			B			√			
603	His face went dark purple with rage, and in second all likeness to a heraty British sailor had vanished. (p95)	Mukanya berubah menjadi ungu tua karena marah, dan pelaut Inggris yang ramah itupun lenyap. (255)			√			B				√		
604	" Get out! " (p95)	" Keluar! " (p256)			√			B	√					
605	The woman handed the pistol to him and left the	Wanita itu menyerahkan pistol dan keluar dengan			√			B	√					

	room promptly. (p95)	cepat. (p256)											
606	Haydock dropped into a chair. (p95)	Haydok duduk di kursi. (p257)			√			B	√				
607	“Ten seconds more..” (p95)	“Sepuluh detik lagi..” (p258)					√	B	√				
608	Tuppence jumped out and Mr Grant ran up the drive. (p96)	Tuppence meloncat dan bersama Mr. Grant berlari menuju rumah. (p259)			√			B	√				
609	She just glanced inside her own room in passing . (p96)	Ia melirik ke dalam kamarnya. (p259)			√			B	√				
610	“When Haydock went out this morning..” (p96)	“Ketika Haydock pergi tadi...” (p262)			√			B	√				
611	Our people took charge at Smuggler’s Rest. (p96)	Orang-orang kita menduduki Smuggler’s Rsst. (p262)			√			B	√				
612	I drove up with baker’s van. (p98)	Saya hanya menyetir mobil roti. (p264)			√			B	√				
613	Tuppence took up the tale . (p98)	Tuppence melanjutkan . (p264)			√			B	√				
614	I came out and walked in it. (p98)	Aku keluar dan menginjaknya . (p264)	√		√			B	√				
615	Off course we were idiots to go on barking up the wrong tree after Mrs Perenna. (p99)	Kami memang tolol mencurigai orang yang keliru, Mrs Perenna. (p267)			√			B					√
616	“That time when you sloped off to Scotland to join father. (p100)	“Waktu ibu diam-diam menyusul Ayah ke Skotlandia. (p270)			√			B	√				
617	Carl shook his head . (p101)	Carl menggeleng . (p272)			√			B	√				
618	He went on . (p101)	Ia melanjutkan . (p272)			√			B	√				

619	I knew him in England some years ago. (p101)	Aku mengenalnya di Inggris beberapa tahun yang lalu. (p272)					√	B	√				
620	My plans were know when they should not have been known. (p101)	Ternyata rencanaku yang seharusnya tidak diketahui. (p273)	√		√			A	√				
621	I do hope Sheila will go on caring for him now that he isn't a German. (p102)	Mudah-mudahan Sheila tetap mencintainya sekarangm walaupun dia bukan orang Jerman buangan yang dimusuhi banyak orang. (p275)	√		√			A	√				

SURAT PERNYATAAN TRIANGULASI

Yang bertandatangan di bawah ini, saya:

Nama :Herdani Kantiastuti

NIM : 07211144035

Program Studi : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Menyatakan bahwa saya telah melakukan triangulasi data pada karya tulis ilmiah (skripsi) dari mahasiswa:

Nama : Agus Setiawan

NIM : 07211144013

Program Studi : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Judul :CATEGORY SHIFTS IN BILINGUAL TRANSLATION OF AGATHA CHRISTIE'S *N OR M?* AND MARETA'S *N ATA U M?*

Demikian surat ini saya buat. Semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 23 Juli 2013

Triangulator,

Herdani Kantiastuti